



Madrasah Tsanawiyah Principal Competency-Based Supervision Management Model

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Abstract

This research aims to develop a competency-based supervision model as a strategy to address the quality of education issues in Madrasah Tsanawiyah. The specific objective of this research is to identify various aspects that need to be prepared in supervision development, designing and piloting the model and analyzing the effectiveness of the competency-based supervision model by the principal of madrasah in teacher's professionalism improvement. The research method used Research and Development (R&D) with the following stages: research and information gathering, planning, product development, testing, and final product improvement stage. The supervision activities consist of three activities, namely planning, implementation and supervision follow-up. The supervision planning activity is technical guidance planning. The planning is centered on the principal as a supervisor and teacher involvement as the supervision object. The supervision implementation is held twice every semester towards teacher and learning by using directive model. The supervision follow-up activities are learning improvements. The overall supervision implementation has gone well with the score of 83.3. Most of the Madrasahs have conducted scheduled and periodic supervision. The development of supervision model that emphasizes the Madrasah Tsanawiyah principal's competence strengthening is done by developing the focus and objectives of the supervision, not only in the academic aspect, but also the managerial aspect and the human resources improvement through the implementation of collaborative management.

How to Cite

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INTRODUCTION

Quality issue is one of the main issues in education management. Sallis (2002) reveals that quality is the main task that must be done by all institutions. In addition, UNESCO (2014) also puts the education system quality improvement as the priority in the formulation of Education Strategy 2014-2021. Here, UNESCO puts the education system quality improvement as its first strategic objective.

The importance of quality management as a strategic issue of education management signifies two important points. The first important point is that quality education is currently become the need of all human beings. The second important point is that the various efforts related to the quality management is actually done because the expected education quality is not yet achieved. The gap between expectations and reality about practice and reality over quality is what makes quality improvement efforts become a central issue in the world of education.

The gap between expectations and reality related to the quality of education remains an unresolved issue (UNESCO, 2014). In developing countries, there are ongoing problems related to the education access equality and development of quality education (Hanushek, 1995). These problems about the quality of education are also occurring in Indonesia in the present time.

The remaining education quality issue in Indonesia impacted on the low human development index. Currently, Indonesia is still in the medium human development category, ranked 108 out of 187 countries (UNDP, 2014). The Indonesia's position is equivalent to Samoa, Palestine, Botswana and Egypt. While based on Education for All Global Monitoring Report 2011, the Education Development Index (EDI) based on 2008 data is 0.934. The value puts Indonesia at the 69th position from 127 countries and categorized into medium EDI category country (UNESCO, 2011).

As a Follow up on the issue, the efforts

in improving the quality of education need to be given serious attention. From the policy aspect, the government has issued regulations related to national education. In Government Regulation No. 19 of 2005 on National Education Standard, it has implied the efforts made in education quality improvement. Furthermore, it is explained in Article 4 that "National Education Standard aims to guarantee the quality of national education in order to educate the nation's life and to shape the dignified nation's character and civilization".

The national standard of education which has been formulated in Government Regulation No. 19 of 2005 is further elaborated more specifically in the national education minister regulation. However, the availability of the rules is not yet considered adequate. Another key factor in the implementation of educational quality is the education implementing element itself. In this case, the most important component as the spearhead of education is the teacher.

Teacher is one of the main components in improving the quality of education and plays a central role in educational reform (Sutarsih & Nurdin, 2009). Rowe (2003) explicitly provides explanation that teacher is the main key to student's success. In addition, Marshall (2013) reveals that good teachers will have a good influence on student achievement. Thus, qualified teachers are directly proportional to education system quality. Therefore, the management in the aspect of the teachers becomes very important.

Education quality improvement by focusing on the teacher component becomes a reliable bottom up strategy in addressing education problems. Therefore, a quality guaranteeing and control strategy is required to improve the quality of national education. One of the strategies in quality guaranteeing and control in education is through the supervision process.

Supervision is one of the strategies applied in learning quality improvement. In this case supervision provides a series of assistance in the form of professional services as an ef-

fort to improve the quality of learning process and outcomes in accordance with the planned educational goals. Through supervision, teachers obtain services and professional development in a sustainable manner. Therefore, the implementation of supervision becomes a factor associated with education quality improvement.

Nevertheless, all this time, the implementation of supervision always experienced obstacles. The news released by Radar Banyumas (2015) states that Banyumas experienced a madrasah supervisor crisis. According to the Head of Madrasah Education Section of the Office of the Ministry of Religious Affairs of Banyumas Regency, At the present time, the number of madrasah supervisors in Banyumas Regency are only 18 people. 2 supervisors are for MTs/MA and 16 supervisors are for RA/MI. Meanwhile, the number of state madrasah consists of 50 MTs and 16 MA (Radar Banyumas, July 14th, 2015). In 2016 the number of supervisors in Banyumas consists of 17 people.

The workload of madrasah supervisors in Banyumas Regency is one of the obstacles. This is because the madrasah supervisors are also double as Islamic Education teacher supervisors. Currently, the number of Islamic Education teachers in Banyumas is 1,068 people, so it is still far from the ideal range which is 53 supervisors (Suara Merdeka, April 27th, 2016). Thus, the supervisors workload become more severe.

Therefore, the supervision implementation is not only conducted by the supervisor but also by the principal. The school principal also has an important function to maintain the education quality in madrasah. A research conducted by Wahid Hasim (2013) entitled "Supervision of Madrasah Principal Learning In Improving Teacher Competence (Multi Case Study At MTsN and Islamic Junior High School Al-Azhar 18 Salatiga)" concluded that supervision can increase professional competence marked by the increase of teachers independence in making syllabus and lesson plan (Rencana Pelaksanaan Pem-

belajaran/RPP). This result is reinforced by Budiyo (2016), which stated that:

"The function of supervision by a coordinator who is a representative MKKS MGMPs is not running optimally, even for certain economics MGMPs no supervision at all. Similarly, schools principals who have MGMPs' economics teachers also could not perform the functions of control or supervision. Meanwhile, the participation of teachers in activities MGMPs is part of the improvement and development of competence and professionalism as a whole, which is expected to affect a positive impact on improving the quality of students learning and the implication on improving the quality of education in general".

The role of principals is needed by teachers in carrying out learning activities. Teacher's involvement in the Subject Teacher Working Group (Musyawarah Guru Mata Pelajaran/MGMP) can not be separated from the role of principals to improve the teachers quality and competence. Based on the National Education Minister Regulation No. 13 of 2007 on Principal Standards, it is explained that the principal has a supervision function. The scope of the function is (1) Planning the academic supervision program in order to increase the teacher's professionalism; (2) Conducting academic supervision towards teachers by using appropriate supervisory approaches and techniques; (3) Following up the results of academic supervision of teachers in order to increase the teacher's professionalism.

However, the supervision implementation by the principal is not without obstacles. Based on preliminary research in some MTs, it turns out that the supervision implementation has not been as expected. Various obstacles caused by bureaucratic structure aspects related to supervisor's authority, as well as the working culture and supervisor's interaction with teachers which is less supportive have distorted the ideal value of madrasah teaching supervision.

Based on interviews and preliminary research data tracing, there are some weaknes-

ses of supervision in Madrasah Tsanawiyah in Banyumas Regency. Firstly, in quantity, the number of supervisors is still not maximal, thus complicating the supervision implementation. Second, the increasingly heavy workload due to the large distribution of madrasah and teachers of Islamic Education in public schools. Third, there are still limitations from the teacher's side, including the lack of discipline and knowledge of effective learning management. Fourth, there is no feedback in the form of suggestions and solutions that are needed in supporting change and improvement. Fifth, the clinical supervision of teacher is not yet optimal.

The various problems as mentioned above become works that must be soon finished. This is important to be done in order to make it possible to realize the madrasah quality improvement. Therefore, the researcher is interested to conduct research and development of supervision model that leads to comprehensive effort that emphasizes the principal's competence. In line with Habibi (2015) who argued that education is a system which points out that teacher professionalism may not be separated from the principal managerial competence and top management in managing schools and empowering teachers. Therefore, it is necessary to develop an approach in the implementation of supervision to be able to contribute optimally to the Indonesian education quality. It aims to make the implementation of supervision becomes more appropriate and have a significant impact on teachers' quality improvement.

From the background of ideas above, in general, this study aims to develop a competency-based supervision model as a strategy to address the education quality issues in Madrasah Tsanawiyah throughout Banyumas Regency. In specific, the objectives of this study are as follows: (1) Identify various aspects that need to be prepared in developing competency-based supervision model in MTs throughout Banyumas Regency; (2) Design and pilot a competency-based supervision model by madrasah principals in Madrasah

Tsanawiyah throughout Banyumas Regency; (3) Analyzing the effectiveness of the competency-based supervision model by madrasah principals in teacher's professionalism improvements in Madrasah Tsanawiyah throughout Banyumas Regency.

METHODS

The research method used in this research is research and development as method to do research, develop, and test a product. Research and development method is a research method used to produce a particular product, and test the effectiveness of the product (Sugiyono 2006). In terms of research and development procedures, Borg and Gall (1996) revealed that the research and development cycle is structured in several research steps as follows: research and information collecting, planning, preliminary product development, main field testing, operational field testing, final product revision, dissemination and distribution.

This research procedure refers to Borg and Gall (1996) which is then modified which is divided into research and information gathering stage, planning stage, product development stage, test phase, and final product improvement stage. This model is chosen because it fits within the educational context. Operationally, the developed research steps are presented in figure 1.

In educational context, the product referred to in this study relates to supervision in schools/madrasahs. The study was conducted in Madrasah Tsanawiyah (MTs) throughout Banyumas Regency. The research was conducted from April to June 2017. From various MTs in Banyumas Regency, the researcher divided them into three categories, namely high, medium, and low category. These categories are based on the accreditation level of each madrasah. In each category, two madrasah were chosen to find out how the supervision is implemented. The selected madrasahs for this research are presented in Table 1.

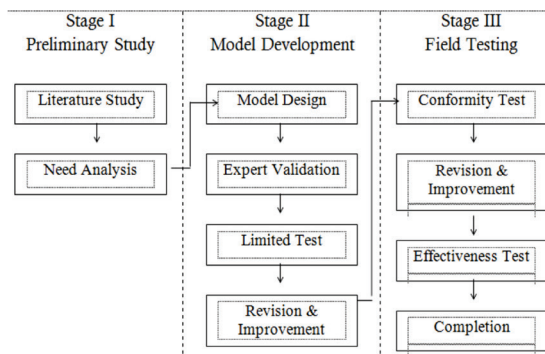


Figure 1. Competence-based Supervision Model Research and Development Procedure

Table 1. MTs picked as Research Subject

High Category <i>MTs</i>	Medium Category <i>MTs</i>	Low Category <i>MTs</i>
1. MTs N 1 Sumbang	1. MTs Al Azhari	1. MTs NU Tambak
2. MTs N Model Purwokerto	2. MTs Maarif NU 1 Wangon	2. MTs Maarif Pekuncen

Source: Processed Data (2017)

The sources of the data in this research consist of informants, activities, and documents. The informants in this research are principals, teachers, school supervisor, ministry of religion, and education management expert. In addition to informants, the data sources are also events and documents. During the workshop, prototype development, modeling, compilation of competency-based supervision model. All will be recorded in field-notes and discussed in the workshop. The documents are in the form of notes or papers during workshops, training materials, and evaluation notes on the implementation of trials.

The gathered data are then analyzed descriptively, both descriptive quantitative and descriptive qualitative. The data which analyzed descriptively quantitatively are data about the supervision implementation questionnaire in the form of observation rubrics. The qualitative data are in the form of observation notes and recording documents in the implemen-

tation of supervision and interview results will be analyzed with qualitative analysis through the data reduction stage, data exposure, and the analysis results conclusion.

RESULT AND DISCUSSION

The role of madrasah principal supervision is very important in an educational institution since the advancements and setbacks of educational institutions are determined by the leadership of madrasah principal. Madrasah principal as a supervisor is expected to aware of and provide solutions to the occurring problems. Supervision by the madrasah principal may be in the form of encouragement, guidance, and opportunities for the upgrading of teacher's skills and proficiencies such as guidance in the implementation of renewal in education and teaching, better selection of teaching materials and methods, a systematic assesment technique towards the phases in the entire teaching process, and so on. Based on this statement, supervision activities are important things to be done to evaluate the steps and activities that have been done in order to develop the madrasah. Supervision is a requirement that cannot be ignored in education, supervision by the madrasah principal can be carried out continuously with the purpose to know the ongoing learning activities and can provide solutions to the problems that are occurring.

Madrasah principals have an important role as a supervisor who became one of the keys to the success of education implementation. The urgency of supervision function application by madrasah principals is to improve the education quality itself. From the initial analysis conducted, there are several supervision tendencies by the madrasah principals. This tendencies lead to the formation of a conceptual model of competency-based supervision.

The overall supervision implementation has gone well with the score of 83.3. This is based on the questionnaire which states that the most of the madrasahs have conducted

scheduled and periodic supervision. However, not all of the madrasahs have routine and scheduled supervision, and even there are madrasahs that claim that madrasah principal supervision is incidental. Mostly, the supervision implementation is held twice per semester. Throughout the madrasahs that are used as research objects, supervision implementation still relies on the madrasah principals or vice principals and madrasah supervisors. This becomes an obstacle because supervision is ideally done by all components, including the madrasah principals, supervisors, and fellow teachers.

The supervision implementation for madrasahs with low and medium category is glued to the academic aspect. This is certainly not in line with the opinion of Arikunto (2004) which stated that supervision includes three aspects, namely (1) academic supervision, (2) administrative supervision, and (3) institution supervision. Academic supervision emphasizes supervisor observation on academic issues, namely those that are directly within the learning environment when students are in the process of learning something. Administrative supervision emphasizes the observation on the administrative aspects that serve as the supporter and facilitator of the learning implementation. Institutional supervision emphasizes or disseminates the object of observation on the aspects within the madrasah. If the academic supervision is intended to improve the quality of learning then the institution's supervision is intended to improve the reputation of the madrasah or the performance of the madrasah as a whole (Arikunto, 2004).

In high category madrasahs, the supervision implementation has covered a broader aspect. The supervision includes the aspects of instructional administration (annual program, semester program, syllabus, lesson plan); learning implementation (class visit); extracurricular administration (activity program); extracurricular implementation (field visit). The findings of the study indicate a gap among high category madrasahs and medium and low category madrasahs.

In the aspect of planning, the madrasah with the high category, no significant constraint is found because it has been accustomed. However in the low and medium categories, obstacles in planning are found. These obstacles are the lack of guidance and quality assurance for the supervision implementation. These are impacted on the implementation of incidental supervision. Even the supervision implementation in the low category madrasahs, according to madrasahs principals' statement, is held before the accreditation in order to complete the administrative requirements.

In addition to the problems above, there are several other problems found in the planning aspect. First, the problem is the absence of follow-up by the madrasah principals in making supervision planning based on observation and sharing that has been done. In addition, there is no specific competence to be achieved in supervision. This shows that the focus of supervision planning is only on learning planning and implementation. The principal's workload and teacher's delay in making the lesson plan because the delays on book distribution process are also become an obstacle in supervision planning.

Second, another obstacle in supervision planning is the absence of teacher's involvement in the supervision process. The impact is that teachers do not understand the benefits of learning supervision. This is because the teachers are not involved in the planning of learning supervision. Whereas, the learning supervision implementation process is involving teachers since the planning stage so that allows teachers to know the benefits of supervision of learning for themselves. Learning Supervision is an approach that involves teachers since the planning stage.

Viewed from the implementation aspect, the supervision implementation has been performed by the madrasah principals in every madrasah. However, the supervision implementation model is still directive. The supervision model has not yet accommodated various current approaches, such as the collaborative models. In addition, mostly, the learning su-

pervision implementation in madrasahs is still general. The aspects of concern are not clear, so the feedback is too general and not focused to the aspect that the teachers need.

In the supervision implementation, there are several obstacles encountered. Based on the interviews with the madrasah principals, indicated that the faced obstacles by the madrasah principals in the academic supervision, seen from the supervision object point of view is that the teachers, the teachers who are nervous when supervised by the the madrasah principal, the teachers who are not ready for supervision, and the teachers who are still less motivated in teaching techniques. The obstacles from the supervisor's point of view are the madrasah principals' workload, weighed by daily routine tasks. These obstacles are the problems experienced by the teachers that can affect their performance in madrasah. Therefore, it is necessary to provide assistance or guidance for a better academic supervision so that every problematic teacher needs to be guided so that their problem is resolved and allow them to re-perform their tasks properly.

In the follow-up aspect, the implementation of supervision in all of the studied madrasahs is still not optimal. This is evidenced by the absence of well-documented supervision report and undocumented supervision activities. Although supervision has been done, the reporting and documentation of the supervision results has not been organized. This has an impact on the weakness of recommendations provided. The lack of recommendations given to teachers mostly occurs in low-category madrasahs.

From the various descriptions of the findings above, the supervision implementation is still uneven for each of the madrasah category. This has an impact on the not optimal improvement in the quality of madrasah education in Banyumas Regency. If formulated, the model picture of the supervision that has been done in madrasahs in Banyumas Regency is presented in Figure 2.

Figure 2 is a description of the factual model of the supervision implementation in

MTs in Banyumas Regency. The factual model of supervision implementation is centered on the teachers as the supervision object. Supervision activities consist of three activities, which are supervision planning, implementation and follow-up. The supervision planning activities includes technical guidance planning. The planning is centered on the principal as the supervisor and teacher's involvement as the supervision object.

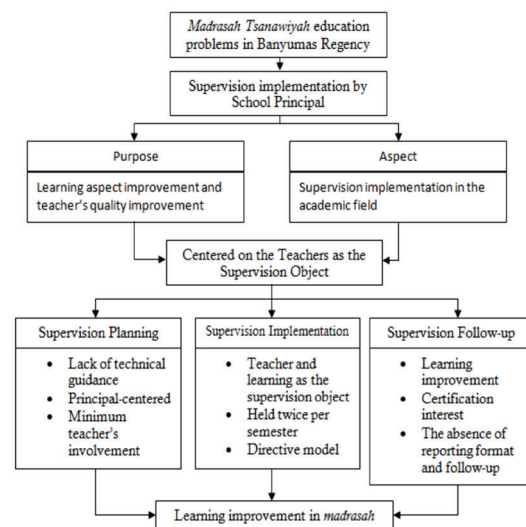


Figure 2. The Factual Model of Supervision Implementation by MTs Principals in Banyumas Regency

The next supervision stage is the supervision implementation that are teachers and learning as the supervision object. The supervision implementation is held twice in every semester. The supervision implementation model is a directive model, directly to the supervision object. The third supervision stage is the supervision follow-up that is reporting the supervision result and learning improvement. The result of the supervision is the teacher's learning improvement in the classroom.

By far, the supervision tends on academic aspects and focused on the teachers. Therefore, it is necessary to not only held academic supervision for the teachers, but also on other aspects. On one hand, the madrasah principal along with the supervisors became the executor of the supervisor. This is, of course, an

obstacle because of the high workload of the madrasah principal and supervisor. Therefore, it needs collaborative efforts with variative strategy application so that the supervision implementation can be right on target as the follow-up of supervision implementation.

Based on the implementation of focus group discussion (FGD), there are some urgent improvements to be undertaken. The improvements lead to the development of a hypothetical research model to develop a madrasah principal supervision model in Banyumas Regency. This model emphasizes on the collaborative aspect that prioritizes the synergy of all components in strengthening the role of madrasah principals to improve the quality of education. The hypothetical model is described in Figure 3.

The hypothetical model development as shown in Figure 3 is an effort to strengthen the competence of madrasah principals in the

supervision aspect. Based on the Regulation of the National Education Minister No. 13 of 2007 on Principal/Madrasah Principals Standards consists of 5 competencies that are: managerial competence, entrepreneurial competence, supervision competence, personality competence, and social competence. In supervision aspect, the principal must have the following abilities: (1) Planning an academic supervision program in order to improve the teachers' professionalism; (2) Conducting academic supervision towards the teachers by using appropriate supervisory approaches and techniques; (3) Following up the academic supervision results towards the teachers in order to improve the teachers' professionalism (Permendiknas Nomor 13 tahun 2007).

Principal supervision management is indicated by supervision that is planned, implemented, evaluated and followed up by the principal as the head of the educational unit where

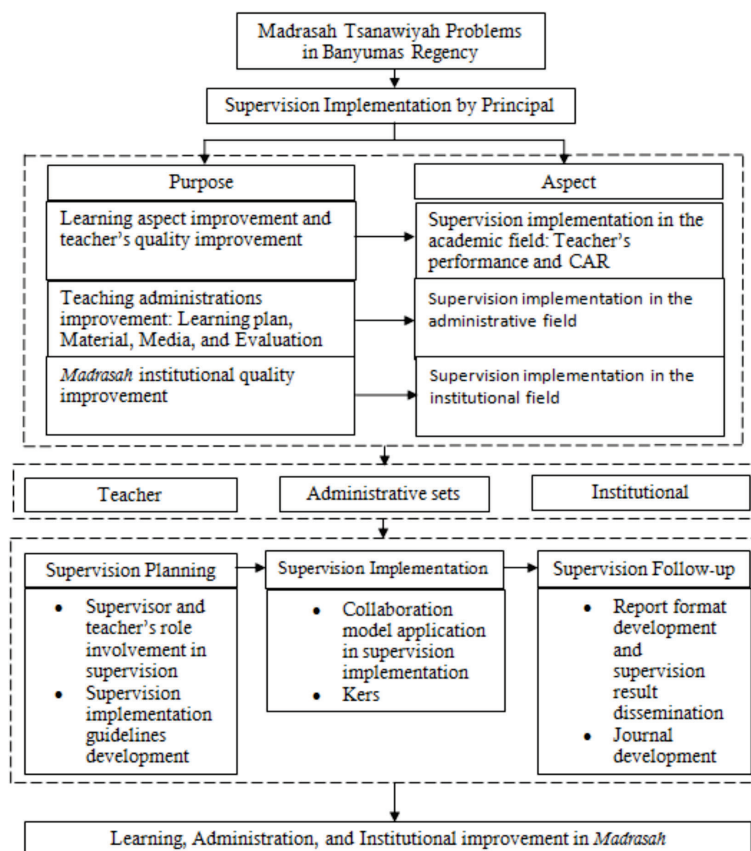


Figure 3. The Hypothetical Model of Supervision Implementation by MTs Principals in Banyumas Regency

supervision management is an integral part of education management in order to achieve the school goals, mission, and vision set by the school and develop teachers' teaching skills to be more professional, capable of contributing or influencing teacher's performance. This is in line with Andari's research (2015) which suggests that in the schools which its principle is well in supervision implementation, accompanied by teachers who have high working motivation, and a good school organizational atmosphere, are capable of effectively improving teachers' performance

The hypothetical model development has the advantage of implementing collaborative management. Collaborative management is a term used to describe a variety of management techniques that promote a sense of unity and teamwork among managers and supervisors in business organizations. The idea behind this collaborative management style is to enable managers to combine their strength with other members in the team, so that they can collectively balance out the weaknesses that exist among the team members. On the other hand, this approach is intended to improve efficiency across all lines of the organization's operations, improve morale, improve good relationships with suppliers, and even build a positive consumer's perception of the business. (Afiff, 2013).

Collaborative management is a growing practice that provides the tools and knowledge that are required by managers to be excellent in the current global marketplace. Collaborative management describes practices that focus on optimal results and across organizational boundaries, particularly in response to the growth of strategic alliances between organizations and partnership creations, both in the business and public sectors. A strategic management style that focuses on teamwork, both in and out of the organization, to contribute optimally for common goals that match with their respective strengths.

Collaborative leaders are then use management techniques that focus on creating a relationship among the goals of these

collaborators, so that communication and cooperation are increasing along the chain of organizations. This collaboration success is reinforcement towards theoretical premise that the merging of forces between a manager and the power of others will support the project to achieve optimal results (Afiff, 2013).

Collaborative management aims to integrate solutions and build healthy relationships among entrepreneurs, owners or investors, workers, customers, partners and vendors. Collaborative approaches encourage open discussion for the creation of an enlightenment. Various differences and types of disputes within organization, as the reason behind the conflict is thoroughly analyzed before any settlement or decision is made.

Collaborative management is appropriate if applied in the domain of educational supervision. There are several aspects in collaborative management that can be applied in educational supervision. These aspects include (1) Emphasizing teamwork; (2) The availability of facilities needed for educational supervision; (3) Focused on optimum performance improvement; (4) There is an open discussion process; (5) There is an even distribution of work for capacity building. This is in line with the results of the research conducted by Thau, et al (2009) who argued that "the positive relationship between abusive supervision and supervisor-directed and organizational deviance was stronger when employees' perceptions of their organization's management style reflected high rather than low situational uncertainty".

In collaborative management, there are four skills needed to effectively realize goals (McGuire, 2006). The four skills are (1) activation, (2) framing, (3) mobilizing, and (4) synthesizing. Activation is the ability to identify and incorporate the right people and needed resources for the achievement of goals. Framing is the ability to facilitate leadership and administrative roles; help to build identity and culture for the network; and to develop structures that work for the network. Mobilizing is the ability to encourage commitment to

mutual cooperation and to build support from both key players outside of the collaboration efforts and directly involved persons. Then, synthesizing is the ability to produce productive and targeted interactions among all actors. This includes facilitating relationships in order to build trust and promote information exchange (McGuire 2006).

CONCLUSION

Supervision by the principal/madrasah principal has an important role to continuously improve the quality of education. However, the supervision implementation sometimes encounters obstacles such as those which occurring in the Madrasah Tsanawiyah in Banyumas Regency. All this time, the focus of supervision implementation is more inclined to the academic aspects and focused on the teacher. Therefore, it is necessary to not only implement academic supervision on teachers, but also on other aspects. Therefore, the development of supervision model that emphasizes the competence strengthening for Madrasah Tsanawiyah principal is very necessary. This is done by expanding the focus and objectives of the supervision, not only in the academic aspect, but also in the managerial aspect and the improvement of human resources by cooperating with related parties through the collaborative management application.

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