

CONCEPT OF SUPERVISION OF LEARNING PROCESS IN INCREASING THE QUALITY OF EDUCATION RESULTS IN MADRASAH

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Abstract

This research focuses on the supervision of learning which is a coaching activity planned to assist teachers and school staff in doing work effectively in order to improve the learning process. Educational supervision activities are needed by teachers, because for teachers who work every day at school, no other party is closer and knows of all their activities, except the School Principal. The method used in this research is descriptive method with a qualitative approach. The conclusion in this study is the teacher is one of the determinants of the low quality of educational outcomes. Because there is a direct relationship between teacher performance with student achievement. The low quality of education in Indonesia is the main cause of the low quality of Indonesian human resources. Therefore, educational supervision is needed to improve the quality of education.

Keywords: supervision, teacher quality, education quality

A. INTRODUCTION

The government has officially declared that the teaching profession is aligned with other professions as professional staff. With this, it is expected to improve the quality of education (Kember, 2000, p. 2) because the teacher as a learning agent (Lin, 2005, p. 116) is the spearhead of the improvement of the learning process in the classroom which will lead to an increase in the quality of education (Hopkins, 2003, p. 68). Recognition of the position of the teacher as a professional (Adams & Garrett, 1969, p. 19) is evidenced by a teacher professional certificate obtained through certification testing. Educator certificates are given to teachers who have met the requirements as professional teachers (Walsh et al., 2014, p. 141).

Teacher professionalism is a condition, direction, values, goals, and quality of expertise and authority in the field of education and teaching relating to the work of someone who is a livelihood (Robson, 2007, p. 7). The professional teachers themselves are qualified, competent teachers, and teachers who are desired to bring learning achievements and are able to influence student learning processes which will result in better student learning achievements (Sargent & Smejkal, 2000, p. 24).

For all this to be carried out, supervision is needed so that the teacher can always carry out his duties well so that he can finally meet and satisfy the needs of users while ensuring the achievement of national education goals. Supervision (Daud et al., 2018; Range et al., 2013) or controlling is one of the management functions that is very important to achieve organizational goals. Likewise, madrasah (Nadhirin, 2018) as an organization need to get supervision to run as expected (Silalahi, 2013, p. 162).

Etymological supervision comes from the words "super" and "vision" which means to see and review from above or view and assess from above carried out by superiors on the activities, creativity and performance of subordinates (Mulyasa, 2009 : 154). Supervision is basically an effort to improve the quality of education and teaching in madrasahs / schools. He core of teaching programs supported by other elements, such as teachers, facilities and infrastructure, curriculum, teaching and assessment systems. Supervisors have the duty and responsibility to pay attention to the development of these elements in a sustainable manner (Subandi, 2015).

Supervision as an aid in developing a better learning situation or supervision as a managerial and learning supervision service. Republic of Indonesia Government Regulation No. 19 of 2005 concerning National Education Standards Chapter VIII Management Standards, Article 57 states that: Supervision which includes managerial supervision and learning is carried out regularly and continuously by supervisors or inspectors of education units and heads of education units (*Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional & Undang-undang No.14 th 2005 tentang Guru & dosen*, 2007 : 89).

Supervisor activities in the supervision of learning are activities that must be carried out in the administration of education (Kadushin & Harkness, 2014, p. 105). Because supervisors who carry out supervision of learning aim to develop a conducive and better climate in learning activities, through guidance and professional improvement of teachers (Rock, 2019, p. 25). Supervisors carry out supervision in madrasahs (Mardiah, 2016) essentially providing assistance aimed at improving and fostering aspects of learning so as to understand the broader educational environment so that it can be assumed that school supervision covers all functions and problems that have to do with improving teacher professionalism (Jiang, 2016, p. 12).

The existing provisions in the National Education System Law show that supervision from supervisors has an important role to achieve educational goals, because if there are deviations of the educators, supervisors will straighten them to take actions directed at achieving the set goals. Educational supervisors are expected to know precisely the problems that occur in madrasahs because supervisors are responsible for controlling the success or failure of education. It can be seen that the main task of school supervisors is to realize efforts to improve education of the components or elements themselves.

Supervision works to *Assisting, Supporting and Sharing* (Sahertian, 1990, p. 31). Judging from its function, it seems clear the role of supervision. A person who carries out supervision (supervisor) can act as: coordinator; coordinate subordinates, consultants; as a placeholder for the aspirations of his subordinates, the group leader; expected to lead subordinates, evaluators; evaluating all activities that have been carried out. To be able to carry out the function properly, a competent supervisor is needed. Supervisor competency according to Finch & Crunkilton quoted by Mulyasa defines competence as mastery of supervisors' duties, skills, attitudes, and appreciation needed to support the successful implementation of educational supervision (Mulyasa, 2002, p. 38).

Supervision activities ideally are not just to supervise and assess the ability of teachers, but to foster and develop professional teachers (Zachariah, 2013) in madrasahs. This cannot be realized if carried out merely as a formality. The supervisors only come according to the schedule determined by carrying a measurement instrument and then after being carried out means the task has been completed. Supervisors must have qualifications that exceed teachers and principals (Ariffin et al., 2015) according to government standards, have qualified competence because as teachers and supported with complete work facilities so that they can carry out their duties properly and as expected (Kotirde, 2014).

Based on the explanation above, this study will elaborate on the concept of supervising the learning process in improving the quality of educational outcomes in madrasahs.

B. METHOD

The method used in this research is descriptive method with a qualitative approach. According to Surachmad, the descriptive method has the characteristics of: (a) focusing on solving existing problems in the present; (b) the data obtained is first compiled, explained and then analyzed (which is why this method is often called the analytic method). Descriptive analytical method is a research used to gather information about the status of existing symptoms, namely the state of symptoms that exist at the time the study was conducted by processing, analyzing, interpreting and concluding from the results of research (Surakhmad, 1990, p. 140).

This research is in the form of qualitative, which seeks to collect data, process and analyze it qualitatively and define it qualitatively as well (Bachtiar, 1997, p. 21). Qualitative research is generally more lax towards data collection instruments and is more focused on the process of the product of an object of research (Muhadjir, 1996, p. 43), so qualitative research is carried out based on accurate data collection through library studies (Taylor & Bogdan, 1998, p. 4). In qualitative research, data collection is not only through participation, but also through literature, both as primary data and as secondary data (Saebani, 2017, p. 157).

C. RESULTS AND DISCUSSION

1. The Concept of Supervision

Supervision is basically one of the organic functions in the implementation of management or better known as controlling. Supervision is carried out in order to see how effective and efficient a job or activity has been carried out by someone. Effectively intended as an entity from the measurement of the achievement of plans and goals that have been set. Therefore, effective or effectiveness is closely related to the achievement of an activity or product (product) of an activity. As for efficiency, it means the best comparison between the results achieved with the instruments used in achieving these results, for example between what has been completed with what "should" be done. In this context, efficiency or efficiency is related to the resources, funds, time and processes used in achieving an outcome or product (Thaib, 2005a).

In the Learning Supervision book, Sagala explained that one of the official positions in education in Indonesia to monitor the implementation of school management and the implementation of learning and teaching in class is known as the supervisor / supervisor of the school / madrasah. The skills possessed by school / madrasah supervisors are (1) managerial skills (skills to improve the quality of education delivery), because in managerial skills, the supervisory function is part of the management function; and (2) academic skills (skills to improve the quality of the teaching-learning process / guidance and student learning outcomes in order to achieve educational goals). In the application of academic skills carried out by supervisors is supervision and coaching in the implementation of learning (Sagala, 2010, p. 138).

The word etymology of supervision is a term in supervision of English, consisting of two words, super and vision, which means to look carefully at the work as a whole. Whereas people who carry out supervision activities are called supervisors (Departemen Agama RI, 2005, p. 2).

Supervision literally according to Thaib means "primary supervision". Supervision comes from English words, super and vision. Super means "extraordinary, special, or more than others;" whereas vision means "the ability to see (at the heart of the matter)" (Thaib, 2005, p. 6-8). So supervision definitively means someone's ability (supervisor) to see the implementation of one's duties (supervised) to the core of the problem at hand.

Based on RI Minister of Education and Culture Decree Number 020 / U / 1998 as quoted by Rohmanto, that what is meant by Supervisor (supervisor) is a civil servant who is given full duties, responsibilities and authority by the authorized official to conduct an assessment and guidance in terms of technical education and administration in pre-school, primary and secondary schools (Aqib & Rohmanto, 2007, p. 202). Meanwhile according to Minister of Religion Regulation (PMA) No. 2 of 2012 concerning Madrasah Supervisors and PAI Supervisors in Madrasah Chapter I, Article I paragraph 3. This Supervisor is a civil servant who is appointed in a functional position; the supervisor of the education unit whose duties, responsibilities and authority carry out academic and managerial supervision of the madrasa.

From the series of statements above, the writer can say that what is meant by supervision here is an effort made by a civil servant who is given the duties, responsibilities and full authority by the authorized official to supervise by providing assistance to education stakeholders in madrasahs / schools to improve the educational situation in general and improve the quality of learning in particular.

2. Learning Supervision Program

One of the supervisor's tasks is to help teachers improve the learning situation in a broad sense. In order to analyze the curriculum implemented in schools, the supervisor is to help teachers improve the teaching profession. The abilities referred to here include the ability of teachers to understand learning strategies, formulate learning goals, compile various learning experiences and learning activeness, as well as enhance the basic teaching skills possessed by the teacher.

In supervision of learning conducted according to Mukhtar there are at least three things that need to be done, namely:

- a) Assessing learning outcomes; by doing the following:
 - 1) Cooperatively determining and analyzing goals;
 - 2) Analysis of data to find strengths and weaknesses in learning outcomes;
 - 3) Selection and application of methods of evaluation;
- b) Study the learning situation to determine the factors that influence student growth and achievement; by doing the following:
 - 1) Studying guidelines for teaching areas and curriculum in implementation;
 - 2) Learn teaching tools, equipment and the physical social environment of learning and growth;
 - 3) Study the factors associated with learning found in the teacher (teacher's personality, academic and professional education, work habits);
 - 4) Factors found in students (ability, interest, motivation, study habits, intellectual development, etc.);
- c) Improve the learning situation; by doing the following:
 - 1) Improve guidelines for teaching areas of study and develop instructional materials, including developing a framework of subjects, selecting textbooks, supplementary books and other printed materials;
 - 2) Improve lessons, equipment and socio-physical environment of learning and growth;
 - 3) Improve teacher performance by using appropriate supervision techniques, both individual and group attitudes;
 - 4) Improve the nyang factors found in students that affect growth and achievement.

So that supervision of education in general, and supervision of learning in particular can run smoothly, a supervisor can use tools. These tools are used with a view to enabling the growth of skills and the development of the mastery of knowledge by supervised teachers in accordance with the development of science in general and education in particular. These tools include: (a) Professional and school libraries; (b) Curriculum books / lesson plans and teacher handbooks; (c) Educational bulletins and school bulletins, and (d) Expert advisors and resource persons (Nawawi, 1983, p. 113-115).

3. Concept of Supervision of Learning Process in Increasing the Quality of Education Results in Madrasah

Supervision activities, regardless of their level of education, have a very important role, and must be carried out by one or several supervisors who have competence in their fields. A supervisor Madrasa is mandated to oversee the implementation of educational activities in Madrasa in order to obtain certainty that the work carried out by the implementers of education is in line with the objectives set. The implementers of education in Madrasas are madrasa heads, teachers and administrative (administrative) staff.

Implementation of supervision in Madrasas includes: the fields of administration, personnel, learning activities programs, assessment of child development, annual program activities, facilities and infrastructure, finance, discipline and order, the implementation of professional guidance, Madrasah

relations with the community, School Health Unit (Unit Kesehatan Sekolah), and the mechanism for implementation and reporting (Thaib, 2005, p. 9).

Supervisors who have formal authority in conducting supervision should not treat themselves as "superiors" from the headmaster of the madrasa or the teachers in the fostered madrasa. A good supervisor is a person who humbly puts down and makes himself a "partner" of the headmaster and teachers. It is not possible for a supervisor to work alone without the assistance of the madrasah headmaster or the teachers at the madrasah.

The supervisors adhere to the Minister of Administrative Reform and Bureaucratic Reform No. 21 of 2010, which regulates the School Supervisor's Functional Position and Credit Score, also refers to Minister of Religion Regulation No. 2 of 2012 concerning Supervisors of Madrasas and Supervisors of Islamic Education, and Minister of Religion Regulation No. 31 of 2013 concerning amendments to the Minister of Religion Regulation No. 2 of 2012 concerning Supervisors of Madrasas and Supervisors of Islamic Education.

In the Regulation of the Minister of Religion No. 2 of 2012 Chapter I Article 1 paragraphs 3 and 4 states that Madrasah Supervisors are civil servant teachers who are appointed to functional positions as supervisors of education units whose duties, responsibilities and authority carry out academic and managerial supervision of madrasas. Whereas the supervisor of Islamic Education, hereinafter referred to as the PAI supervisor at the school, is a Civil Servant teacher who is appointed to the functional position of the supervisor of Islamic Education whose task, responsibility and authority oversees the implementation of Islamic Education in schools.

Knowledge of supervision provides assistance to teachers in planning and implementing their professional improvement by utilizing available resources. The legal basis for Supervision of Ministry of Education Regulation No. 12 of 2007 mandates that the qualifications and competencies of school / madrasah supervisors are indeed binding and must be implemented accordingly. The purpose of educational supervision is to provide services or assistance to improve the quality of teaching of teachers in the classroom which in turn is to improve the quality of student learning. Not only improve teaching skills, but also to develop the quality potential of teachers. Improving the learning process must be planned and continuous. It is expected that the role of the supervisor is because he is a person who has to think about the progress of education at the school / madrasah level which is his target area.

The role of the supervisor (supervisor) is very supportive, because without an expert supervisor (professional) it is also not possible that a school / madrasah will run well and quality. One of the quality of education (schools / madrasas) is highly determined by professional supervisors, professional principals / teachers, also professional teachers. As long as the individual supervisors as supervisors are always motivated, study, study, training, seminars, workshops, workshops in the field of education and teaching in accordance with their competencies, the supervisor's professionalism will be realized, so that it will be able to deliver towards the goal of creating a quality education. The achievement of an educational goal at any level depends to a large extent on the implementation of the program in a relevant and realistic manner, in accordance with the planned program material. This includes relevant and realistic supervision (guidance) programs on the implementation of education in Madrasas.

Supervision of learning activities is a process of activities to improve the professional abilities of teachers, in the long term aims to improve and maintain student learning progress. The target of the learning supervision program is shown directly to the teacher serving the learning activities, however the learning supervision program also pays attention to the growth of student learning. So in essence the supervision of learning can be interpreted as professional guidance for teachers. In conducting supervision, professional understanding and skills are needed. Professionals in organizing teachers, mastering supervision techniques, and having good ethical behavior.

Learning supervision is supervision that emphasizes direct observation within the scope of learning activities undertaken by the teacher to help students when they are in the learning process. Learning supervision is also called academic supervision (academic supervision) identical to Instructional Supervision or educational supervision, hereinafter referred to as teaching supervision. Learning supervision is a professional assistance to teachers in improving the quality of the learning process / guidance to enhance student learning outcomes (Aqib & Rohmanto, 2007, p. 20).

Supervision of learning is directed at: (1) fostering and assisting teachers in improving the quality of the learning process / guidance and the quality of student learning outcomes; (2) fostering learning by monitoring the implementation of learning programs in madrasahs and developing competency-based curriculum; and (3) assessing the process and results of madrasah development programs from managerial and academic aspects collaboratively with madrasah stakeholders. Teaching and learning activities in madrasahs are related to curriculum, planning and teaching scenarios, references, educational technology, evaluation of learning, and learning facilities. Therefore, the main thing a madrasah supervisor needs to do is to develop the teacher's ability to develop the curriculum (Sagala, 2010, p. 157).

To be able to provide assistance to teachers, a supervisor needs to have professional understanding and skills in organizing teachers, mastering supervision techniques, and having good ethical behavior so that they can be role models by the supervised parties namely the head, teacher, TU and students, including the mastery of each learning material. Because it is understood that the core of learning supervision itself is an effort to optimize the achievement of learning objectives in the form of student mastery of subjects taught in class effectively and efficiently.

There are four basic abilities (competencies) that need to be developed in a learning supervisor for success in carrying out his duties, namely :

- a) The ability to find the main problem, analyze it, and make decisions based on the results of the analysis;
- b) The ability to systematically collect data and facts and analyze the data;
- c) The ability to motivate, convince and influence others; and
- d) Ability in inter-personal relationships, especially those involving handling situations that involve emotional responses (Hasan, 2002, p. 7).

Armed with the above competencies, supervisors are expected to be able to carry out professional supervision of all madrasah stakeholders, in solving various problems regarding the process of implementing education. Educators and education personnel are able to be encouraged so that they can work optimally and professionally, so that they can carry out their duties with excellence and be able to improve the quality of learning in accordance with the goals set.

Efforts to improve the ability of teachers in the teaching and learning process, need a re-understanding. Teaching is not just communicating knowledge to be known to students, but teaching must be interpreted to help students to be able to understand concepts and be able to apply concepts that are understood. Besides teaching must be well prepared, the teacher needs to provide time to prepare carefully, including mental preparation. The teacher must always try to plan what will be presented. Prepare to appear in teaching and assess correctly and take responsibility for their teaching assignments. Thus teaching is not only limited to mere routine activities without meaning, but can fulfill all the needs of quality output in accordance with what is expected. For this reason, the ability of a teacher is needed, so that they can work optimally and professionally.

Related to the ability of teachers, Sujito, in Azhari stated that there are seven abilities that must be possessed by teachers, viz:

- a) Understanding students with their background and abilities;
- b) Mastering scientific disciplines as a source of learning material;

- c) Mastering learning materials;
- d) Having a deep educational insight;
- e) Mastering educational engineering and technology;
- f) Understanding the goals and philosophy of national education; and
- g) Personality and spirit of Pancasila (Azhari, 2004, p. 28).

As for the characteristics of professional teachers according to Keith A. Acheson and Meridith Damien Gall in Azhari, are as follows:

- a) Having a positive relationship with students;
- b) Pay attention (care) to the emotions of students;
- c) Maintaining control discipline;
- d) Creating a comfortable (conducive) environment for learning;
- e) Get to know and pay attention to individual differences;
- f) Enjoy working with students;
- g) Strive for student involvement in learning;
- h) Creative and innovative;
- i) Emphasizing reading skills;
- j) Give students a good self-image;
- k) Be active in professional development activities;
- l) Mastering the material in depth;
- m) Flexible;
- n) Consistent (Azhari, 2004, p. 28).

Armed with the ability and professionalism of the teacher is expected to have implications for the implementation of daily tasks well, so that the success of the task is obtained optimally and as expected. The teacher's task can be divided into:

- a) The task of the teacher as a profession; requires the teacher to develop professionalism according to the development of science and technology.
- b) The task of the teacher as an educator; means to continue and develop the values of life to students.
- c) The task as a teacher; means continuing and developing knowledge to students.
- d) The teacher's task as a trainer; means developing skills in life for the future of students;

The teacher's task if elaborated in teaching management is as follows:

- a) Corrector; as a corrector the teacher must be able to differentiate between good and bad funds. All good values must be maintained by the teacher, and all bad things must be removed from the soul and character of students.
- b) Inspirator; The teacher must be able to provide instructions on how to learn well for the progress of student learning.
- c) Informator; Good and effective information is needed from a teacher.
- d) Organizer; in this case the teacher has academic management activities, so they can achieve effectiveness and efficiency in learning in students.
- e) Motivator; teachers should be able to encourage students to be passionate and active in learning.
- f) Initiator; the teacher must be able to be the originator of ideas of progress in education and teaching.
- g) Facilitator; the teacher can provide facilities that enable the ease of students' learning activities.
- h) Advisors; the presence of a teacher is to guide students into mature and civilized humans.

- i) Demonstrator; for learning material that is difficult for students to understand, the teacher must help him by demonstrating didactically, so that it is in line with students' understanding.
- j) Class manager; the teacher must be able to manage the class well, because class is a place where all students gather to receive lessons from the teacher.
- k) Merdiator; teachers should have sufficient knowledge and understanding of educational media, both material and non-material media.
- l) Supervisor; the teacher should be able to help, improve and critically assess the teaching process.
- m) Evaluator; teachers are required to be a good and honest evaluator, by giving assessments that touch on intrinsic and extrinsic aspects.

The teacher is very influential on the success of students due to factors inherent in the teacher, including:

- a) Personality; Behavior, authority and character factors will influence the interaction process.
- b) Mastery of materials; the success or failure of the interaction process will also be affected by mastering the notion of a teacher in mastering the subject matter provided
- c) Mastery of classes; teachers who can master the classroom atmosphere will affect the existing educational interaction processes.
- d) The way the teacher talks; teachers who can speak and communicate well with students have a profound effect on the learning outcomes of their students.
- e) Pay attention to the principle of individuality; a teacher should not be too similar to the ability of students, because the ability of a student is not necessarily the same as the others.
- f) The teacher must be open and willing to work with students so that teaching and learning activities run smoothly.

Thus it can be understood that the task of the teacher is not only as a profession, but as a task of humanity and society. Teachers have the power to shape and build the personality of their students into a civilized and useful. So the results of a learning process are expected to be able to be implemented in everyday life.

Student learning activities both inside and outside the classroom, carried out under the guidance of the teacher. The teacher is tasked with formulating the objectives to be achieved while learning. To achieve this goal the teacher plans a number of learning experiences. What is meant by learning experience is everything obtained by students as a result of learning (learning experience). Learning is characterized by a change in behavior, due to gaining new experiences.

Through the acquisition of learning experiences students gain understanding, attitude of appreciation, habits, skills, and others. In order for students to gain a number of learning experiences, they must carry out a number of learning activities. Let's look together at some learning activities according to Paul B. Diedrich in the Sehartian:

- a) Visual Activities means activities carried out using the sense of sight (reading, seeing).
- b) Listening Activities mean listening activities.
- c) Drawing Activities mean the purpose of doing drawing or painting activities to make graphics.
- d) Motorized Activities mean motorized activities, such as role playing, dramatization, and simulation.
- e) Mental Activities means activities that use a lot of mind / mentality such as responding, analyzing, solving problems, making decisions.
- f) Emotional activities are activities that use feelings such as feeling the beauty of the scenery, happy, calm, experiencing something (Sahertian, 1990, p. 33).

With various activities these students will gain a number of learning experiences. Learning not only masters a number of knowledge materials, but acquires a number of learning experiences. How to create

a pleasant atmosphere of teaching and learning is one of the efforts to improve the teaching and learning process. It also needs to develop capabilities and assess learning outcomes and learning processes. Every teacher who finishes teaching asks himself whether the material presented can be mastered by the student's subject? Such replication is important, so that the output of teaching programs in the classroom will be more meaningful and of quality.

A madrasa is said to be academically qualified if its graduates master well all the subjects taught, in accordance with established standards. For this reason, quality control is needed. The so-called quality control is all the ways that need to be taken so that the output produced really meets the specified standards. It is in this context that the concept of supervision of learning is raised. The main mission of the learning supervision activity is to optimize efforts to achieve learning objectives in the form of student mastery of the subjects taught. Of course by not ignoring other educational goals, which are non-academic (Hasan, 2002, p. 3).

D. CONCLUSION

Supervision is an effort carried out by a civil servant who is given the duties, responsibilities and full authority by the authorized officials to conduct supervision by providing assistance to educational stakeholders in madrasas / schools to improve the educational situation in general and improve the quality of learning in particular. The presence of supervisors as supervisors in madrasas is very much needed in order to help all relevant madrasah stakeholders in their efforts to deal with all educational problems, so that all educational activities run smoothly as expected. Educational supervision must be carried out properly so that it can improve the learning process in schools. Because supervision should be done to ensure quality learning.

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