

EFFECTIVENESS OF SUPERVISOR PERFORMANCE IN IMPLEMENTING CONTEMPORARY MODEL SUPERVISION BASED ON KMA 2021

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ABSTRACT. The development of the times and the digital era will facilitate supervisory work guidance in schools with various innovative, creative and fun methods and models. The purpose of this article is to examine the effectiveness of school counselors in modern counseling based on KMA-RI 624 of 2021. This research uses a qualitative research method with a descriptive approach based on literature study, of course, with data analysis that is more specific to the effectiveness of supervisors' performance in conducting contemporary supervision. The results show that the effectiveness of supervisors' performance depends on the number of supervisors, the fulfillment of the 5 main tasks of supervisors as supervisors and work zones and the number of schools given guidance, monitoring and evaluation of supervisory performance carried out by supervisors. The effectiveness of the supervisor's performance also depends on how the supervisor carries out the supervision, either by using a contemporary model or method or the later classical method and the application of KMA-RI 2021 can add to the results of academic supervision seen from the learning process given by the teacher to students. So it can be concluded that the effectiveness of supervision carried out by supervisors using the contemporary supervision method by implementing KMA 2021 looks effective if the scope of the work area and the availability of supervisors are sufficient in the field.

Keywords: Supervisor Performance Effectiveness, Contemporary Supervision, KMA 2021

INTRODUCTION

Entering the centenary of the globalization period, Indonesian families have always practiced modernization in all spheres of activity. material and psychological modernization respect is counted in it from the roots to the head as what is meant by education, namely through education. Education, also known as pedagogy, involves instruction or input to create a learning process that develops and innovates and generates student creativity (Banun Sri. 2009: 35). Effective supervisory academic supervision strategies can improve teachers' professional competence. The limited number of supervisors and the size of the fostered area are problems in academic supervision. The effectiveness of supervision can be seen from the implementation of the

main tasks and activities of supervisors. This is stated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia (PMA) No. 2 of 2012 concerning Teachers and Supervisors of Islamic Religious Education in Madrasah, Article 3 (2), which states that PAI teachers in schools are responsible for supervising Islamic religious education in schools (Rahardjo, Satjipto.2007: 23).

The success of continuous improvement of teaching quality in Islamic religious schools (madrasah) is closely related to the performance of madrasah teachers. Leaders have a strategic position in improving the quality of madrasah. This can be seen from the role that must be carried out to improve the quality of education, in this case madrasah, through developing teacher

competence. The authority of supervisors requires the responsibility of local decision-making bodies to carry out supervisor recruitment appropriately and in accordance with applicable standards and requirements, and through supervisor training, continuously improve and develop supervisors' skills. Becoming a professional supervisor requires a high commitment from the supervisors themselves, and equally important is the provision of rewards, especially adequate welfare and the effectiveness of the supervisory organization in terms of developing its members. School supervisors are Civil Servants (PNS) who are given full duties, responsibilities and authority by authorized officials to carry out academic and administrative supervision in education units (Sofjan Salim, 2006: 43).

In accordance with the main tasks of a school counselor above, it can be concluded that the first task is the supervisory or coaching task of the supervisor towards the assisted school and the second main task is related to academic guidance or the learning process issued through the teacher. Managerial supervision functions to provide guidance, assessment and mentoring/guidance starting from the program plan, process, to the results.

Meanwhile, guidance and assistance are given to the principal and all school staff to improve school performance. Furthermore, according to offset in Sudrajat, the supervisor's duties include: (1) supervise the school being supervised, (2) provide advice or counsel related to coaching, (3) monitor the implementation process, (4) make a coaching report, (5) coordinate activities in the school and (6) carry out leadership in the sense of leading in carrying out the five main tasks for the success of the supervision process. (Barnawi, and Arifin, muhamad. 2014: 28). Based on this opinion, it emphasizes that the main tasks and functions of supervisors are one of the determining factors for the success of education in order to improve the quality of education.

This analysis indicates three important aspects for madrasah supervisors

in their professional development, or it can be said that the three important roles of madrasah supervisors are (1) as supervisors, (2) as motivators and (3) as evaluators (<https://gtk.kemendikbud.go.id>). (The three roles of supervisors are important factors that cannot be separated from one another for madrasah principals and are the responsibility of madrasah supervisors in improving the performance of madrasah principals. The role of the supervisor as "Supervisor", both academic and managerial. Academic supervisor is the supervisor is obliged to help the ability of teachers so that teachers can improve the quality of the learning process. Managerial supervisor is the supervisor is obliged to assist the madrasah head in improving his managerial competence.

The role of the supervisor as a motivator is that the supervisor is obliged to motivate the school principal in carrying out his duties and functions of the school principal. The role of the supervisor as an evaluator is that the supervisor is obliged to assess the performance of the madrasah principal, which is called PKKM (Madrasah Principal Performance Assessment), by referring to the Regulation of the Minister of PAN & RB Number 21 of 2010 article 5 which reads that the main task of madrasah supervisors is to carry out academic and managerial supervision tasks in education units which include preparing supervision programs, implementing guidance, monitoring the implementation of 8 National Standards (MENPANRB, 2014).

Contemporary supervision refers to the 2021 KMA with a learning approach that focuses on teacher performance. Academic supervision is an effort to help teachers develop their abilities to achieve their teaching goals. Instructional guidance directed by school leaders to teachers, the aim is to provide professional assistance, improve professional competence and pedagogical competence, which has an effect on improving the work of teachers in schools. Academic inspection as quality supervision is academic supervision conducted to check the functioning of teaching and learning in

schools. This supervisory function can be carried out through visits by the principal to the classroom while the teacher is teaching, personal conversations with the teacher, with colleagues and some students. The modern academic teaching model is carried out with a clinical approach, hence it is often called the teaching model. clinical This supervision is collaborative academic supervision (KMA-RI 624 2021).

As for realizing the role of the supervisor in improving the managerial competence of the madrasah head is to carry out these main tasks which are his responsibility. Related to this, a supervisor is required to have academic supervisory competence, namely assessing teachers in order to improve the quality of the learning process they carry out, so that it has an impact on the quality of student learning outcomes, it is also required to have managerial supervisory competence which basically functions as coaching, mentoring and assessing madrasah principals in managing their fostered institutions, to improve the performance of madrasah principals, other education personnel. This shows that the existence of the role of the madrasah supervisor is the main figure for the madrasah head in the process of achieving the vision, mission and goals that have been formulated, in addition to the process of implementing the management of educational institutions which are the duties and responsibilities and full authority to assess and guide teachers in terms of technical education and administration. Seeing the duties and responsibilities and authority of the madrasah head which are relevant to the main tasks of the supervisor, this shows that how important the role of madrasah supervisors is in improving the managerial and academic competence of madrasah heads in the process of managing and improving the quality of madrasah education. Based on the field survey, it was found that the number of madrasah supervisors in North Aceh District does not meet the standard needs, as the number of madrasahs is not directly proportional to the number of supervisors. If made in the form of a percentage of

supervisors in this district, only 20% of all existing Madrasahs. This is what makes the author interested in writing the effectiveness of the supervisor's performance in implementing the contemporary supervision model based on the 2021 KMA.

RESEARCH METHOD

In accordance with the characteristics of the problems raised in this article, the author uses qualitative research methods that emphasize the analysis of descriptive data in the form of written words observed from several journals (Sugiono, 2014; Sukardi, 2007). The qualitative approach is used to collect and analyze studies on the effectiveness of supervisors' performance in implementing contemporary supervision models based on the 2021 KMA, so of course data analysis is more focused on literature studies with a Library Research approach, This is done by reading, researching and studying magazines and literary sources that are closely related to the topic discussed. Library research is an activity related to library data collection methods, reading and storing research materials, and processing, especially evaluating scientific journals (Mirzakon, T and Purwoko, 2017).

FINDINGS AND DISCUSSION

Based on observations and interviews, the following data were obtained:

Name	Nip	Grade/rank
Drs. H. Kamaruddin	196409021999051001	IV/a
Drs. H. Zulfirfan	196221111994031002	IV/a
Drs. M. Amin	196612311998031008	IV/a
Drs. A. Rahman Bitai, MA	196412311994031035	IV/b
Yusri, S. Ag	197304141997031001	IV/a
Drs. H. Umar	196401141999051001	IV/a
Muslem, S. Ag	197106221999051001	IV/a
H. M. Sufi, S. Pd	197007261999051000	IV/a
Saidi, S. Pd	196702061997031000	IV/a
Muhammad Nurdin, MA	197221231999051006	IV/a

Table1: Data on the number of Madrasah Aliyah supervisors in North Aceh district in 2023

Based on the available data, the number of North Aceh supervisors is 11 people with 156 Madrasahs so that the percentage of supervisor availability for each school is 1: 4 schools in North Aceh district. The total number of supervisors in North

Aceh in 2023 was 11 people and 1 of them retired in April 2023, then 2 of them died in 2023. the remaining active supervisors in 2023 were 8 people.



Figure 1: Research Pathway Mechanism

Based on the findings in the journal (Fajar Azzam Pasha Akhmad, 2022: 26-40), improving the implementation of academic supervision of regional PAI teachers to improve the professional qualifications of PAI teachers is done by improving the ability of teachers to manage teaching materials related to the learning to be carried out, planning learning activities by preparing learning instruments, implementing learning content and evaluating learning outcomes through indicators to be achieved. Strategies and approaches to academic supervision of PAI supervisors in improving the professional competence of effective teachers include creating a harmonious relationship between supervisors and principals in sharing the role of supervising teachers and cooperation with the management of KKG PAI activities in formulating work programs that are needed by teachers in improving their professional abilities. The supervisors' constraints in academic supervision in South Tambun subdistrict are: The number of schools and teachers under supervision is too large, the intensity of classroom supervision is lacking and the development of academic supervision competence of PAI supervisors is not optimal. This is inversely proportional to the conditions in North Aceh district, where the number of schools with the number of supervisors is 1:2 but the performance of supervisors is inadequate in fostering and providing supervision to schools, both teachers and principals (madrasah).

To overcome these obstacles, solutions are made so that the implementation of senior academic supervision can encourage the improvement of teachers' professional competence: In the

recruitment and appointment of new supervisors by the Ministry of Religious Affairs, supervisors must improve academic supervision, increase the number of supervisors through regular monitoring and evaluation of the planning and implementation of programs carried out by supervisors, and establish a clear reward and punishment system and routinely program activities that can support the improvement of the competence of supervisors, especially those related to the academic credentials of supervisors (Zulfakar, 2020: 1-10).

Based on the findings in the journal (Ikhwanul Muslimin, 2023: 69-95) related to contemporary supervision steps to improve teacher competence during supervision. Improving the supervisory skills of supervisors (principals and/or other supervisors) is not only administrative in nature, but the activities should be directly related to the duties of teachers in providing school services during the teaching and learning process and securing the knowledge of supervisors. teacher problems Teachers carry out learning activities in each school. Of course, in fulfilling their professional duties, principals or trainers must have the ability to apply a scientific approach whose purpose is that the advice given is objective and directed and ensures the development of teacher teaching. skills Teachers are responsible for the success of teaching and learning. The principal is responsible for organizing school education in such a way that it is successful in accordance with the learning objectives (Darji, 2021: 13-19). Meanwhile, school counselors play a very important role in encouraging teacher professionalism in improving the quality of learning and supporting school leaders in improving the quality of the educational institutions they manage. Therefore, mentoring activities must be planned as well as possible to support teachers in providing superior learning services to their students with an up-to-date, interesting, creative and innovative approach. A relevant approach is to approach and relate to the object or step into the object, depending on the needs of the object. Based on the findings in this journal, the author can

conclude that every supervisor must have a strategy and a variety of methods and approaches in supervising both teachers and principals to create effective results in a supervision process with contemporary methods in accordance with KMA-RI 634 of 2021.

Based on the results of the research, it can be concluded that supervision in the process of educational supervision is intended to work on the coinciding capacity of instructor experts and learning outcomes through expert administrative arrangements for educators. The main task of educators is to build training plans, conduct education, and evaluate student learning outcomes. Together, so that the character of training can be perfectly achieved, the implementation of the main obligations of the instructor must be organized, either from the manager or the head as an administrator. The application of educational management is required to work on the nature of teaching itself, so that all types of goals can be achieved successfully and productively, especially for instructors. Because the instructor in completing the task cannot be separated from all types of problems experienced. As a supervisor, you also have a big responsibility related to administration with schools (madrasah), teachers and also principals in administrative management.

CONCLUSION

The conclusions in this journal related to the effectiveness of the performance of supervisors in implementing contemporary supervision based on KMA 2021 can be said to be effective if the number of supervisors on duty in a zone area is sufficient with the number of madrasahs available, then the evaluation of the performance of supervisors must also be carried out through the management of madrasah heads in making academic supervision reports on teachers in the madrasah so that supervisors can effectively carry out their supervisory duties in accordance with KMA 2021 which is assigned to them in the duties and functions of supervisors.

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