



IMPLEMENTATION OF HUMAN ORIENTED HEAD SUPERVISION IN MIN 3 BALANGAN HALONG DISTRICT

Hj. Norlaila

hjnorlaila@gmail.com

Kepala MIN 3 Balangan Halong District

Abstract

As the head of the madrasa, of course, he is faced with several complex problems, especially in understanding the administration of madrasa management, therefore the head of the madrasa is required to have basic skills in supervising in matters of religion, professionalism, managerial and competition. This study aims to explain the implementation of madrasa head supervision on a human-oriented basis at MIN 3 Balangan Halong District. The research method used is a qualitative method with the type of research narrative research and data collection by means of observation and interviews. The data obtained is then reduced, data display and data verification. The results of the study explain that the principal at MIN 3 Balangan Halong District uses a human-oriented approach in the implementation of their supervision, including by personal approach to teachers who experience problems in learning, two-way discussions in the principal's office, guidance on problems faced by teachers by means of peer tutoring. and improving the quality of teachers by providing trainings in collaboration with external parties who have the competence to solve teacher problems. This research contributes to the supervision pattern of madrasah principals in a more elegant and humane way for teachers without dropping and degrading the professionalism of the guidance teachers. two-way discussions in the principal's office, guidance on problems faced by teachers by conducting peer tutoring and improving the quality of teachers by providing trainings in collaboration with external parties who have the competence to solve teacher problems. This research contributes to the supervision pattern of madrasah principals in a more elegant and humane way for teachers without dropping and degrading the professionalism of the guidance teachers.

Keywords: Human Oriented, supervision, teacher

INTRODUCTION

Supervision in education is assistance in the form of guidance, motivation, direction given from supervisors/principals to teachers and other school employees to develop potential and improve skills in carrying out teaching and learning activities. Supervision of school/madrasah supervisors is carried out not only to improve teaching abilities, but also to develop the potential of teacher quality. Because in addition to the supervisor's role in academic supervision, there are also

factors that affect teacher performance, namely work motivation, work climate, and work discipline.¹

As teachers' teachers, supervisors must develop plans to strengthen the implementation of the four teacher competencies, namely pedagogic competence, personality competence, social competence and professional competence. Therefore, supervisors are required to have a supervisory vision and mission that can be translated into goals and strategies for achieving them. The ineffectiveness of the implementation of supervision so far is due to the lack of clear vision and mission of the supervision carried out by the supervisor. The implementation of supervision also seems to be carried out as long as it is carried out and does not refer to the needs of the teacher, resulting in a lack of teacher confidence in the supervisor to solve learning problems. The supervision program must refer to the vision, mission, goals and coaching strategies set by the supervisor.²

In carrying out activities in schools, a principal cannot stand upright and strong without the support of related parties. One of the parties who are very closely related to the school is the school supervisor. Through supervision activities carried out by a school supervisor to fellow subject teachers and also management supervision of school principals with peer supervision by prioritizing the principle of "Teaching and Learning" and sharing experiences with each other is one of the steps that can be taken. concrete ways to improve school empowerment.³

In the context of improving the quality of education in line with PP no. 19 (2005) regarding education quality standards, the role of supervisors of educational units, both schools/madrasahs, is very important in improving the quality of education in their target education units. Therefore, supervising supervisors in order to carry out academic and managerial supervisory duties absolutely must have supervisor competence. as mandated in Permendiknas No. 12 of 2007 that the scope of supervisor competence includes the following activities: (1) Planning academic supervision programs in the context of increasing teacher professionalism; (2) Carrying out academic supervision of teachers by using appropriate supervision approaches and techniques; (3) Following up on the results of academic supervision of teachers in the context of increasing teacher professionalism. Besides that, The position and role and existence of supervisors must be fostered so that the image of the supervisors of educational units, both schools/madrasahs, is improved as we expect. Supervisors must have more value than teachers and principals of schools/madrasahs both

¹Getruida Calorina Naomi Orno dan Darmin Hasbullah, Pengaru Pelaksanaan Supervisi Akademik Pengawas, Motivasi Kerja, Iklim Kerja, dan Disiplin Kerja Terhadap Kinerja Guru SMKN, *Jurnal Sipatokkong*, Volume 1, No. 1 (2020), h. 97.

²Slameto, Supervisi Pendidikan Oleh Pengawas Sekolah, *Jurnal Manajemen Pendidikan*, Volume 3, No. 2 (2016), h. 193-194

³Muhammad Hanief, Menggagas Teknik Supervisi Klinik Sebagai Upaya Peningkatan Mutu Pembelajaran, *Jurnal Vicratina*, volume 10, no. 2 (2016), h. 1.

in terms of qualifications, competencies, and other dimensions so that their presence in schools/madrasas is truly coveted by the entire academic community. On the part of madrasa supervisors themselves are now increasingly faced with the challenges of demanding the quality of education that the community desires. The rapid demands for competency improvement and professional development in general should be responded to by school/madrasah supervisors properly. Especially when it is associated with the era of free trade which demands that the world of education in Indonesia be sensitive to the demands of international standard quality.⁴

The real role of supervisory supervision is to develop the curriculum that is being implemented in schools and improve the teaching process in schools and develop the abilities of all staff in the school. Supervision of supervisors also plays a role in providing motivation, encouragement, to improve teacher performance, both in terms of educational administration, learning tools, teaching and learning methods and strategies, and so on.⁵

In relation to this main task, of course, the implementation of supervision has a logical consequence that supervisors must make visits to the target madrasas to provide guidance, as well as monitoring and evaluation. In carrying out supervisory duties, a madrasa supervisor is often faced with various obstacles in the field, including: 1) the breadth of the target area or the distance from one madrasa to other madrasas in one fostered unit is too far, 2) geographical conditions are difficult to reach, 3) damaged road infrastructure conditions. so that it is very difficult to pass, especially during the rainy season, 4) the number of supervisors is still small, making the ratio of supervisors to the number of madrasas more than the provisions.⁶

In the implementation of supervision, supervision often experiences several obstacles / obstacles in the implementation of supervision, first, the supervisory organization factor due to the lack of recognition and awareness of the responsibilities of the supervisor and the failure to determine the authority and responsibility of the supervisor. Second, on the part of supervisors, who are not prepared to become supervisors, the learning experiences gained during “preservice education” have not become sufficient provisions to carry out supervisory duties. Lack of knowledge and skills of supervisors than principals and other education leaders, will hinder the implementation of educational supervision. Third, the attitude of teachers towards supervisors is an important factor in the implementation of supervision. Teachers' impressions of supervisors are less democratic.

⁴Dedi Wandra, Sufyarma Marsyidin, Rifma, Peranan Supervisi Pengawas Madrasah Dalam Meningkatkan Mutu Pendidikan, *Jurnal Edukatif*, Volumen 3 Nomor 6 (2021), h. 2.

⁵Guntoro, Supervisi Pengawas dan Kepemimpinan Kepala Sekolah Sebagai Stimulus Dalam Meningkatkan Kinerja Guru, *Jurnal Ilmiah Iqra'*, Volume 14 No. 1 (2020), h. 71.

⁶Sri Rahmiyati, Pemanfaatan Aplikasi *Google Form* Dalam Meningkatkan Pelaksanaan Supervisi Pendidikan Pengawas Madrasah, *Jurnal Pendidikan Madrasah*, Volume 4, No. 2 (2019), h. 2

The initial research results from this study are in accordance with the results of research from Kartika Susilowati, Sarwi and Catharina Tri Anni⁷ which shows that the intensity of the school supervisor's visit affects the relationship between the supervisor and the principal of his/her target school. The relationship is tenuous, there is no synergy between the two parties in efforts to improve the quality of education, the presence of supervisors who are still monitoring, looking for things that are not in accordance with the administration so that it still looks like an inspection, the lack of information and sharing of experiences from school supervisors causes the principal to still looking for solutions to problems in the management and administration of the school itself. This shows that the role of school supervisors is not optimal as part of one of the components of education.

Educational supervision is understood by some from the procedures and steps that must be taken in formulating educational goals as a whole, of course this cannot be separated from (a) inventory monitoring of policies (b) productivity (c) implementing and control system (d) effectiveness and efficiency .

The term supervision comes from two words, namely "super" and "vision". In Webster's New World Dictionari the term super means "higher in rank or position than, superior to (superintendent), a greater or better than others" (1991:1343) while the word vision means "the ability to perceive something not actually visible, as through mental acuteness or keen foresight.

A supervisor is a professional when carrying out his duties, he acts on the basis of scientific principles to improve the quality of education. To carry out supervision, it is necessary to have advantages that can see sharply the problems of improving the quality of education, use sensitivity to understand them and not just use ordinary eyesight, because what they observe is not a visible concrete problem, but requires insight and sensitivity of the inner eye. He fosters academic quality improvement related to efforts to create better learning conditions, which are in the form of academic aspects, not merely physical material problems.

Supervision is basically directed at three activities, namely: academic supervision, administrative supervision and institutional supervision. The three major activities each have their own fields and areas, academic supervision itself is focused on supervisor observations about problems related to academic activities, including things that are

⁷Kartika Susilowati, Sarwi, Catharina Tri Anni, Pengembangan Model Supervisi Manajerial Pengawas Sekolah Berbasis Kesejawatan, *Educational Management*, Vol. 6, No. 1 (2017), h. 81.

directly in the learning environment when students are in the process of learning something.

Supervision is professional supervision, because in addition to being more specific, it also makes observations on academic supervision based on scientific ability, and the approach is no longer normal human management supervision, but rather requires democratic and humanistic professional abilities by education supervisors. .

There are several approaches that can be taken by the head of the madrasa in conducting supervision in the madrasa, namely:

Humanistic Approach

The humanistic approach is one of the approaches taken by the supervisor. This approach arises from the belief that teachers cannot be treated as mere tools to improve the quality of teaching and learning and overall institutional management. Teachers are not mechanistic like robots that must be ordered arbitrarily by the head of the madrasa.

Competency Approach

This approach means that teachers must have certain competencies to carry out their duties. This competency approach is based on the assumption that the purpose of supervision is to form minimum competencies that must be mastered by teachers.

Clinical Approach

The basic assumption of this approach is that the teacher's learning process to grow in his position can be separated from the learning process carried out by the teacher. Learning is individual. Therefore, the supervision process must be carried out by helping teachers face-to-face and individually.

Professional Approach

The basic assumption of this professional approach is that it refers to the main function of the teacher, which according to his profession is to carry out teaching and the main task of the teaching profession is to teach. Therefore, the target of supervision in the guidance of teachers must be directed at matters relating to teaching tasks, not administrative tasks.

RESEARCH METHODS

This study uses qualitative research methods with the type of narrative research. In the early stages of the study, researchers made observations to the research location which

was located in MIN 3 Balangan Halong District, Balangan Regency, South Kalimantan province. Then at the time of observing the researchers also conducted structured interviews with the principal and teachers in order to obtain more comprehensive research information. The data that has been collected is then analyzed using the Miles and Hubberman model which consists of data reduction, data display and data verification in order to obtain research results.

RESEARCH RESULT

Logically, supervisors must know and know specifically the world of education, both in terms of educators, education staff and students. Therefore, supervisors must have competence and creativity in how to carry out their duties in accordance with the teacher's code of ethics.

Human skills in supervision are the ability to influence others to want to make changes for improvement or improvement. For this reason, a supervisor must be able to communicate well, including the ability to convey suggestions properly, which is easy to understand. So a supervisor must master knowledge of the substances that are monitored and evaluated, have skills in relating to others, including communication, and have skills in managing them. Competencies that must be possessed by supervisors can also be stated as follows: a. Able to perform supervision according to appropriate procedures and techniques b. Able to carry out monitoring, evaluation and reporting of educational programs in accordance with appropriate procedures c. Understand and appreciate the meaning, purpose and technique of supervision d. Develop educational supervision programs e. Implement educational supervision programs f. Utilizing the results of supervision g. Implement feedback from supervision results

Based on the results of observations, interviews and documentation conducted by researchers during the study, the following data were obtained:

1. **The pattern of supervision activities carried out especially within the scope of MIN 3 Balangan Halong District;**Not much more with supervision in general, namely starting with a coordination meeting there will be supervision activities on a predetermined schedule, then the head of the madrasa asks to prepare supporting files for implementation. The file equipment consists of lesson plans, syllabus, annual programs and semester programs that have been signed by the head of the

madrasa. After the equipment is ready, the head of the madrasa will make a schedule for the teachers who will be supervised in this implementation, the head of the madrasa together with the madrasa supervisor from the district will observe how the quality of the education staff in MIN 3 Balangan Halong District is. After the teacher completes the supervision task, the final stage is an evaluation meeting on the results of the supervision work. This evaluation meeting aims to provide input where if there are deficiencies that can be corrected, and give appreciation to teachers who are considered successful in completing the supervision. Supervision is also according to the head of Madrasah Ibtidaiyah as a medium to see if the teacher has implemented the learning process in accordance with the learning tools (RPP, Syllabus, Annual Program, and Semester Program). In addition, this activity can be considered as a form of refresher for teachers to be able to improve the quality and quality of their teaching experience. Supervision is also according to the head of Madrasah Ibtidaiyah as a medium to see if the teacher has implemented the learning process in accordance with the learning tools (RPP, Syllabus, Annual Program, and Semester Program). In addition, this activity can be considered as a form of refresher for teachers to be able to improve the quality and quality of their teaching experience. Supervision is also according to the head of Madrasah Ibtidaiyah as a medium to see whether the teacher has implemented learning according to the learning tools (RPP, Syllabus, Annual Program, and Semester Program). In addition, this activity can be considered as a form of refresher for teachers to be able to improve the quality and quality of their teaching experience.

- 2. Implementation of supervision at MIN 3 Balangan Halong District;** According to RAS, good supervision activities are not based on the concept of implementing supervision. According to RAS, the concept of supervision in its implementation is appropriate and not too complicated and complicated. Good supervision is a follow-up or form of positive change that leads to improving the quality of teachers in the implementation of teaching and learning so that after the implementation of the supervision. But behind these changes, there must be a role for a madrasa head who can direct, discipline, and help support teacher competence. The role of the teacher also does not mean being underestimated, the teacher himself when he gets the results of the evaluation on the concept of teaching and learning in the classroom,

he must immediately form changes and active learning strategies so that the class atmosphere is more pleasant. The implementation itself within the scope of MIN 3 Balangan Halong District is only carried out 1 time in 1 academic year or carried out 1 time per 2 semesters, which is usually held at the beginning of the even semester. The supervision itself, according to the RAS teacher's statement, was carried out in coordination with the district KKMI meeting and district madrasah supervisors. The implementation of supervision is also a routine agenda that is carried out simultaneously in the Balangan district so that it can be evaluated properly and scheduled effectively and efficiently as well as by all madrasas. The supervision itself, according to the RAS teacher's statement, was carried out in coordination with the district KKMI meeting and district madrasah supervisors. The implementation of supervision is also a routine agenda that is carried out simultaneously in the Balangan district so that it can be evaluated properly and scheduled effectively and efficiently as well as by all madrasas. The supervision itself, according to the RAS teacher's statement, was carried out in coordination with the district KKMI meeting and district madrasah supervisors. The implementation of supervision is also a routine agenda that is carried out simultaneously in the Balangan district so that it can be evaluated properly and scheduled effectively and efficiently as well as by all madrasas.

DISCUSSION

Based on the results of observations and interviews conducted during interviews, there are several characteristics of human-oriented supervision at MIN 3 Balangan Halong District

a. Head of Madrasa as Facilitator/Advisor

As consultants or advisors, madrasah principals help teachers to come up with better ways of managing the learning process, therefore, madrasah principals always keep abreast of developments in educational issues in order to present ideal ideas for the latest developments in education and teaching. At this stage the head of the madrasah seeks to read and attend professional meetings, where he is required to exchange information on educational and teaching issues that are considered relevant, namely in the form of new ideas regarding teaching theory and practice. The head of the madrasah also fights for and

strives for professional sources, both material in the form of teaching tools and books and other learning resources,

b. Headmaster as Motivator

Meanwhile, as a motivator, the madrasa principal seeks to arouse and maintain the enthusiasm of the teacher's work to achieve better work performance, in this case the teachers are encouraged to practice new ideas that are considered new and lead to the improvement of the learning process, group collaboration, and stimulate the birth of new ideas and provide incentives that enable reform efforts to be carried out as well as possible.

c. Madrasah Principals as Pioneers of Reform

The above has similarities such as the duties of the head of the madrasa as a reforming agent, which is to continue to try to explore potentials based on needs along with the development of an increasingly globalized world of education, therefore the head of madrasa tries to arrange training and development programs by planning meetings or upgrading and similar activities

CONCLUSION

Supervision activities are activities that must be carried out by madrasa supervisors to school principals and from school principals to teachers, this is possible because these activities are a means to evaluate the performance of madrasa principals and teachers so that all problems in school activities can be solved properly.

As an activity that assesses the performance of madrasah principals and principals, a supervision model is needed that not only assesses administratively but also needs a humane approach and places the teacher as the main character who plays a role in advancing the community of a nation, so that later teachers feel their role is valued and respected. as it should be.

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