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Academic Supervision of Madrasah Heads in Improving Teacher Performance at Madrasah Aliyah Negeri Karawang

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Abstract: This study obtains an overview and analyzes the academic supervision management model in improving teacher performance. The focus of this research is on planning, organizing, implementing, and evaluating results, obstacles, and solutions. This research was conducted using a qualitative research approach and involved madrasah heads, vice principals, teachers, and supervisors at Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2, Karawang Regency. The data collection methods used were in-depth interviews, documentation studies, and observations. The results of the study show that consistent and structured academic supervision can improve teacher performance in terms of curriculum development, learning, and assessment. The leading and motivational aspects of the incentive and consequence approach can increase teacher productivity in performing their performance. Academic supervision also assists teachers in identifying weaknesses and providing solutions to improve their performance. However, this research also shows that there are several obstacles in the implementation of academic supervision, such as a lack of time and human resources. Therefore, there is a need for a more significant support and development to ensure the success of educational management in an effort to improve the quality of education. The research product is a hypothetical model of IPEA academic supervision the (input, process, Evaluation, and actuating). This model begins with the stage of analyzing input conditions and needs. Then enter the process stage, which consists of 3 main activities: planning, organizing, and implementing plans. The novelty of this research is an IPEA model Academic Teacher Supervision of Madrasah, and it is essential for the principal to perform the Leading function to direct and influence teacher performance activities. Researchers recommend a motivational approach by providing incentives and consequences to improve the quality and quantity of teachers conducting supervision optimally as expected.

Keywords: supervision, teacher performance, madrasa, management model.

高中卡拉旺国提高教师绩效的学术监督

摘要：本研究对提高教师绩效的学术监督管理模式进行了概述和分析。这项研究的重点是规划、组织、实施和评估结果、障碍和解决方案。这项研究采用定性研究方法进行，涉及卡拉旺摄政高中国家1和高中国家2的伊斯兰学校负责人、副校长、教师和主管。使用的数据收集方法是深入访谈、文献研究和观察。研究结果表明，持续和结构化的学术监督可以提高教师在课程开发、学习和评估方面的表现。激励和结果方法的主导和激励方面可以提高教师的工作效率。学业监督还可以帮助教师发现弱点并提供解决方案以提高他们的表现。然而，

本研究也表明，学术督导的实施存在时间和人力资源不足等诸多障碍。因此，需要更重要的支持和发展，以确保教育管理的成功，努力提高教育质量。研究成果是学术督导“输入、过程、评价、驱动”的假模型。该模型从分析输入条件和需求阶段开始。然后进入过程阶段，它包括3个主要活动：计划、组织和实施计划。本研究的新颖之处在于“输入、处理、评价、执行”模式的伊斯兰学校学术教师监督，校长必须发挥领导作用来指导和影响教师绩效活动。研究人员通过提供激励和后果来推荐一种激励方法，以提高教师按预期最佳地进行监督的质量和数量。

关键词：监督，教师绩效，宗教学校，管理模式。

Introduction

The performance of madrasa teachers is still a concern of the government in improving the quality of education in Indonesia [1]. Even though there is a dualism in education policy, namely between the Ministry of Religion and the Ministry of Education in Indonesia, equity and equality in improving teacher competency, career, and performance certainly should not be discriminated against because in essence, teachers are the main actors in educating the life of the nation's children through education in good classes at school and madrasas [2-4]. In order to improve the quality of education, the teacher is not merely a "teacher" who transfers knowledge but also an "educator" who transfers values and, at the same time, a "guide" who provides direction and guides students in learning [5]. Thus, teachers need mastery of competence and optimal performance in performing their main duties and functions as professional educators. Teacher performance cannot be separated from the learning process, considering that the learning process is the essence of the educational process [6]. [7] defines performance as work performance or work results. Performance refers to the process in context to achieve an outcome. Performance is an achievement achieved by someone in performing their duties or work during a certain period with standards and criteria set for that job. [8] explained that performance is a person's performance in performing tasks entrusted to him according to his function and position. The government, through Government Regulation Number 19 of 2005 concerning learning process standards, emphasizes that teacher performance includes three activities: 1) preparing classes plans, 2) presenting/implementing lessons, and 3) conducting learning evaluations [9]. Currently, along with advances in science and technology, teachers as professional educators must have technical competence and skills, especially in managing and conducting teaching and learning interactions [10]. Teachers as the spearhead of education must have teaching

performance capable of realizing national education goals. The quality of teacher performance will greatly determine the quality of educational outcomes because teachers are the party that has the most direct contact with students in the education/teaching process at school/madrasa educational institutions [9]. The demand for increasing the professionalism of teacher performance has been accompanied by increasing demands for teaching innovation, administration, tight teaching schedules, and various educational programs at different educational unit levels, since teachers currently often experience obstacles to optimal performance [11]. As a result, teachers need to be encouraged, directed and supported to be involved in improving their performance, and this task is usually entrusted to the principal as a supervisor who will supervise and coach through academic supervision [12]. Academic supervision is an effort by the principal to help teachers develop their ability to achieve learning goals [13]. Thus, the essence of academic supervision is not to assess teacher performance in managing the learning process but to help teachers develop their professional abilities. Even so, academic supervision cannot be separated from evaluating teacher performance in managing learning [14]. With the action of academic supervision by the school principal, teachers can continuously improve, foster, and enhance teacher teaching performance.

In a preliminary study, the head of Madrasah Aliyah Negeri Karawang actively supervised by fostering the competence and performance of teachers with various approaches both individually in class, supervising learning administration, and supervising teaching in class. However, these supervision activities were carried out without systematic planning, suddenly, and without notification to the teachers. As a result, Karawang State Madrasah Aliyah teachers are still not optimal in meeting the demands of their performance standards. Some teachers are still using the same classes plan from year to year, not even according to students' learning needs. Some teachers also copy

teaching plans from their colleagues. In the aspect of implementing learning, teachers' understanding of learning strategies is still low, and teachers lack skills in managing classes, media use is not optimal, lack of discipline, teachers' common commitment to the profession, and teachers' ability in time management are low. In the evaluation aspect of learning, the teacher, in making questions, is still fixated on plagiarism from textbooks and the internet. Some teachers, in making questions, have not mastered the cognitive level and operational verbs. Teachers still have difficulty analyzing student learning outcomes, so there are still teachers who give grades subjectively without prioritizing scientific assessment. [15] shows that academic supervision has a positive impact on teachers both in terms of learning administration, learning processes, improving teacher performance, and on student learning outcomes. Research by [12] shows that academic supervision is one way to maintain teacher instructional quality. This requires the role of the principal. During the planning process, the principal identifies the goals of academic supervision, makes an academic supervision schedule, and prepares the forms needed to administer educational supervision. The process then begins by forming a supervisory team following the specified criteria. After that, the application of online academic supervision, online supervision techniques, and even the pandemic version of the RPP. This is reinforced by [16], which confirms that the supervision of school principals has a positive effect of 49.7% on improving the performance of madrasa teachers. Several research results show that the supervision of school principals is an essential factor in realizing optimal teacher performance so that it can boost the quality of learning and the quality of education [2, 17]. Therefore, based on the preliminary study and literature study that has been conducted, this study aims to analyze the planning, implementation, evaluation, and follow-up of the supervision of the madrasa head in improving teacher performance at Madrasah Aliyah Negeri Karawang. This research is expected to be an inspiration and solution for educators in solving problems, especially in the field of academic supervision of madrasa heads in improving teacher performance so that it is better and of higher quality.

1. Research Methods

This research is a qualitative or naturalistic inquiry research [18]. The use of qualitative methods in this study is based on several considerations. First, qualitative methods are easier to adapt to research needs when dealing with multiple realities. Second, it can directly present the relationship between researchers and informants. Third, this method is more sensitive and can adapt to the conditions and characteristics encountered [19, 20]. The research object under study was Karawang State Madrasah

Aliyah. The flowchart of this research process can be seen in the following Fig. 1.

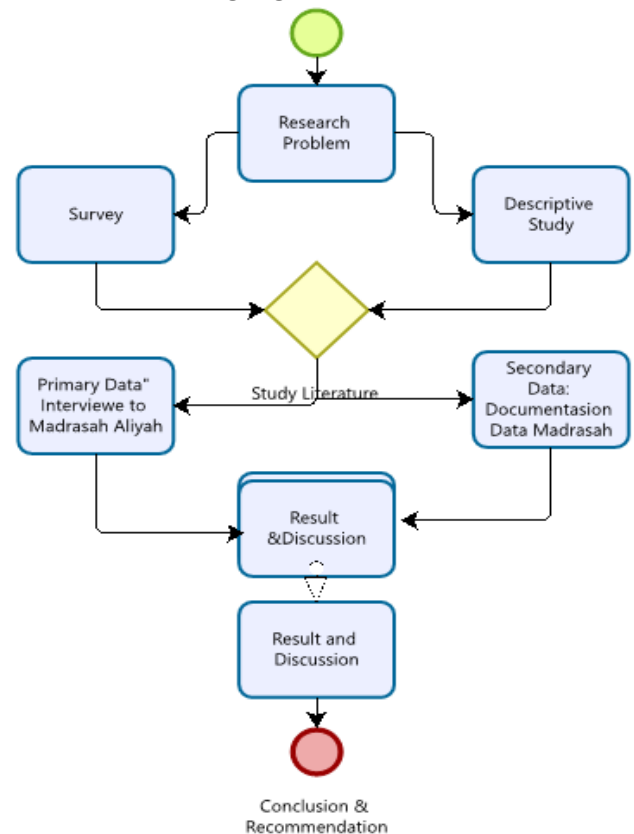


Fig. 1 Flowchart of IPEA research model for academic supervision in Madrasah Aliyah

In this research, the main instrument in the main examination is the researcher himself. Data were collected using observation techniques, in-depth interviews and studies of various written documents and relevant documentation [21]. Observations were carried out for one year in which researchers participated in the observations. Interviews were conducted with selected of object research in Madrasah Aliyah the same as Senior High School level with school principals, teachers, deputy heads of curriculum, academic supervision teams and educational supervisors. The selection of the object of this research is based on work experience of at least 2 years for the principal, the teacher, and the curriculum fields. The collected data is then analyzed inductively through data reduction, namely, summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Then, the data is displayed in the form of tables, graphs, and pictograms that are made according to the needs and types. And finally, conclusion and verification [22].

2. Results and Discussion

The discussion of the results of this study will attempt to interpret the results of research findings in the field obtained. Furthermore, a systematic discussion of the results of this study will be presented as follows.

2.1. Planning for Supervision in Improving the Performance of Karawang State Madrasah Aliyah Teachers

Supervision is one of the important tasks and functions carried out by the school principal [17]. As a management activity, planning is the initial stage that must be carried out in a supervision activity. Good planning will assist the school principal in performing academic supervision activities properly, effectively and efficiently [22]. Planning for good academic supervision will help perform meaningful and sustainable academic supervision to encourage teachers to continuously improve their competence so that the learning process and student learning outcomes increase [23]. Planning for academic supervision at Madrasah Aliyah Negeri Karawang is structured with a series of systematic actions as follows: 1) identify/determine academic supervision goals, 2) schedule academic supervision, 3) determine approaches/techniques of academic supervision, and 4) determine the instruments to be used. In the early stages of supervision, the madrasa head determines the goals of academic supervision. The madrasa head compiles an academic supervision program that aims to improve the quality of the learning process, including providing input, guidance, and developing teacher abilities so that teacher competence increases. Academic supervision is intended to help teachers learn how to actually learn and improve their own abilities to achieve the learning goals set for their students. Based on the plans and objectives prepared, the academic supervision carried out by the head of the Madrasah Aliyah Negeri Karawang includes the following matters:

- 1) Understand the concepts, principles, basic theories, characteristics and development trends of each field of creative, innovative, problem-solving, critical thinking and entrepreneurial learning development.

- 2) Guiding teachers in preparing syllabus for each field of development in schools or subjects in schools based on content standards, competency standards, and competencies, and the principles of KTSP development.

- 3) Guiding teachers in selecting and using learning strategies/methods/techniques/guidance that can develop various students potentials.

- 4) Guiding teachers in performing learning/coaching activities to develop students' potentials.

- 5) Guiding teachers in managing, caring for, developing and using educational media and learning facilities.

Motivating teachers to use information technology in learning. The purpose of supervising the madrasa head agrees with [24] which explains that supervision must be planned and programmed in accordance with

the purpose of supervision, namely professional assistance. Furthermore, [25] stated that the preparation of supervision should ideally be carried out in a management pattern starting from planning the need for academic supervision regarding qualifications and quality that must be met, how to develop teacher abilities, forms of continuous coaching, and what factors must be taken to maximize the function of supervisors so that they are optimal in carrying out their functions, namely providing assistance, coaching and improving teacher performance for quality learning. To facilitate the implementation of supervision, the principal as the person in charge of supervision forms an academic supervision team led by the deputy head of the madrasa curriculum, which involves competent teachers. The principal with the supervision team conducts meetings and coordinates the preparation of supervision objectives, organizing supervision, preparing schedules including supervision mechanisms, and preparing supervision instruments. Academic supervision scheduling is prepared and adjusted based on the teachers' teaching schedules in class. Supervision was carried out for two weeks. The supervision schedule is compiled into the supervision implementation agenda, which contains the name of the teacher, the subject covered, the class/program of expertise, the time of supervision, and the observer or assessment team who conducts the assessment in class. In planning academic supervision, the head of the madrasa with the supervision team identifies approaches and techniques for academic supervision. Identification and selection of appropriate approaches and techniques in planning academic supervision is important because not all approaches and techniques can be used in the case of academic supervision. The selection of academic supervision approaches and techniques is based on teacher development needs. In planning, individual supervision techniques will be applied in the form of class visits, observations, individual meetings, and self-evaluations. The clinical supervision model will be provided for teachers who really need more intensive assistance. The consideration of clinical supervision is so that teachers get help overcome problems in performing the learning process. With clinical supervision, supervisors and teachers agree to focus on improving learning by performing a systematic cycle of planning, observation, and intensive analysis of the learning process. The next stage is to develop academic supervision instruments. At the planning stage, the madrasa head held a coordination meeting with the supervision team to prepare the necessary instruments. Supervision instruments are arranged as in the academic supervision guidebook for school principals, including 1) study equipment administration study instruments, 2) study planning study instruments, 3) learning implementation observation instruments, and 4)

learning evaluation observation sheets. [26] explain that planning is essential. Without good planning, it is not expected that educational goals will be achieved. For this reason, various knowledge and skills are needed in preparing an effective and efficient supervision plan. The madrasa head must be aware of his position as a supervising supervisor, so the madrasa head must be able to determine what factors are appropriate to the situation and the goals to be achieved. Based on the findings and data analysis, planning for academic supervision at Madrasah Aliyah Negeri Karawang is carried out in a programmed and systematic manner by forming a supervision team and involving teachers in preparing the program. This will make it easier for school principals to perform planning analysis so that a plan will be compiled that supports the achievement of academic supervision goals, namely increasing teacher performance and increasing the quality of student learning in class.

2.2. Implementation of Supervision in Improving the Performance of Karawang State Madrasah Aliyah Teachers

Conducting academic supervision in order to improve teacher performance to produce learning improvements is the task of the school principal [27]. To be able to perform academic supervision effectively, there are several points that are important for the principal to master, namely preparation, supervision of classes plans, supervision of learning implementation, and supervision of learning evaluation.

2.2.1. Preparation

The academic supervision of the head of the madrasa at Madrasah Aliyah Negeri Karawang was carried out with a systematic preparation. The madrasa head coordinates with the academic supervision team to schedule academic supervision and confirms the teacher concerned 3 days before supervision. Documents such as attendance forms, assessment forms, and interview sheets have been prepared and possible. Even though the planning has been prepared carefully and systematically, at the implementation stage it requires careful technical preparation so that the things that have been planned can be carried out according to the expectations and goals to be achieved. With careful preparation, it will be able to minimize failures when performing supervision activities [9]. Based on the results of the research, at the beginning of the school year, a curriculum meeting was held and socialization was carried out regarding the holding of academic supervision to all teachers. The head of the madrasa communicates and instruct all teachers to prepare classes plans, implement and evaluate the learning needed for supervision. Likewise, teachers who receive supervision opportunities are given supervision implementation assignment letters

according to the schedule determined and instructed to prepare learning as well as possible both in the aspects of planning, teaching implementation, and learning evaluation. In the preparatory stage, the head of SMA Aliyah Negeri Karawang prioritizes good communication between the principal as the supervisor and the teachers who will be supervised. Supervision is an effort to change teacher performance toward better improvement, so it must be supported by constructive communication [5]. As revealed by [28], organizational leaders and communications play an important role in every stage of change and are the main key to the success or failure of organizational changes [29]. The supervision of classes plans the teachers performance in making classes plans is closely related to professional competence and to other aspects of competence. Pedagogic competence can be seen from the method the teacher plans to teach and the application of the method. The teacher will plan and implement methods that would adapt to student characteristics [3]. Personal competence will appear in the classes plans, examples that will be given to students regarding the material to be studied. Teacher discipline in planning is part of personality competence [30]. Social competence can also be seen from the plans made by the teacher adaptive to the environmental conditions of student learning. Adaptive one can be seen from the materials and learning resources close to students. Furthermore, social competence will be seen from how the teacher translates the material in the classes plans [4]. Learning planning realized in the learning process reflects teacher competence and performance [31]. Based on the results of the research, the supervision of lesson planning at Madrasah Aliyah Negeri Karawang is carried out every new school year, so that before the teaching and learning process, the teacher has prepared a lesson plan that will be carried out that semester. This lesson plan is made as a guide for a teaching teacher. The preparation of this lesson plan is required by the Head of Madrasah Aliyah Negeri Karawang every new academic year before the teaching and learning process is carried out. If there is a teacher who does not make it, then the Head of Madrasah Aliyah Negeri 2 Karawang will give a warning and order to make it immediately. For teachers who do not submit classes plans to the administration for a long time, the coaching will be carried out. In an interview with the Deputy Head of Madrasa for Curriculum, it was revealed: "The Madrasa Head always checks the completeness of learning administration before conducting teaching, which includes the syllabus, annual program, semester program, classes plans, and minimum completeness criteria. If there are deficiencies in making the administration, the Head of Madrasa will provide guidance to us. Coaching includes providing good planning methods, how to

choose good learning methods according to the conditions of students, how to make appropriate teaching aids, and providing opportunities to discuss with colleagues through the MGMP. In planning we are weak in scientific insight in making classes plans and weak in science and technology. Apart from checking the completeness of the learning administration, we are always directly supervised by the Head of Madrasa by visiting classes when we perform the teaching and learning process to students, observing between classes.”

Based on the results of the study, the head of the madrasa examined all teachers' classes plans. It is targeted that two weeks after the teaching assignment letter is socialized, the learning materials must be completely collected. The head of the madrasa instructs the deputy head of the curriculum sector to coordinate, and then the principal and the supervision team carry out an assessment of the performance of the lesson plan. The madrasa head applies discipline and is strict with teachers who do not fulfill their supervisory obligations by giving warnings, instructions and coaching. Even teachers who are identified as having difficulties in preparing classes plans will be given guidance on making good lesson plans, how to choose good learning methods according to the conditions of students, and appropriate learning media. Through supervision of classes' plans, school principals can identify problems related to the teachers ability to plan. This also helps in making decisions related to the solution efforts to be pursued. The supervision of classes' plans at Madrasah Aliyah Negeri Karawang effectively improves teacher performance in preparing classes plans. This can be seen from the increasing number of teachers who make and collect lesson planning documents from year to year. Even though there are still some teachers who have difficulty or are late in submitting it, 95% of teachers show good improvement in lesson planning performance. Supervision of lesson planning is very important because the success of a lesson is determined (at least on 50%) by how well the plan is designed by the teacher. No matter how good the curriculum set by the government is, if the teacher cannot plan learning properly, then the results will not be optimal. Learning planning is very important because it becomes a guideline and standard in efforts to achieve goals [32]. Teachers with good and programmed planning will have clear and measurable teaching goals so that they will be able to improve the quality of learning [33].

2.2.2. Supervision of the Implementation of Learning

Teachers as professional educators are required to have competence and technical skills, especially activities to manage and perform teaching and learning interactions [34]. In order to achieve good teaching performance in achieving learning objectives, there are

9 teaching skills that must be mastered by teachers, namely: (1) Skills for opening and closing lessons; (2) Explanation skills; (3) Questioning skills; (4) Skills provide reinforcement; (5) Skills in using learning media; (6) Skills in guiding small group discussions; (7) Class management skills; (8) Skills in performing variations; and (9) Individual and small group teaching skills [41]. It is important for the teacher's teaching skills to be supervised so that maximum performance can be achieved so that it has an impact on quality learning. The supervision of the implementation of learning is carried out according to a predetermined schedule, and the head of the madrasa conducts class visits to perform direct observation, observe, and evaluate the learning process in class. If the head of the madrasa is unable to attend, he will be represented by the deputy head of the madrasa for curriculum or by the teacher on the supervision team. Based on interviews with the Head of Madrasah Aliyah Negeri 2 Karawang, information was obtained that: “Academic supervision assisted by the Team in the implementation of learning is carried out using the guidelines that have been made, covering the instructional stages, namely checking the readiness of students, conducting apperception activities, the instructional stage, namely mastery of the material, learning strategy approaches, use of learning resources, triggering learning and maintain student involvement, assessment and work results, use of language, evaluation and follow-up stages, namely reflection or making summaries by involving students and conducting follow-up by providing directions, or activities, or assignments as part of remedial/enrichment.” Academic supervision assisted by the Team in the implementation of learning is carried out using the guidelines that have been made, including: (1) the pre-instructional stage, namely checking the readiness of students, conducting apperception activities; (2) the instructional stage, namely mastery of the material, learning strategy approach, use of learning resources, learning that triggers and maintains student involvement, assessment and third results, use of language; and (3) the evaluation and follow-up stages, namely reflection or making summaries by involving students and conducting follow-up by providing directions, or activities, or assignments as part of remedial enrichment. Based on interviews with school principals, it was revealed that through supervision, the madrasa principal was able to identify teachers' teaching abilities and diagnose appropriate solutions according to teacher needs. “Learning problems that are generally found include teachers not conveying objectives at the beginning of learning, lack of mastery of teaching materials, learning media that do not support learning objectives, suitability of learning methods with expected competencies, and time management to difficulty activating students in

learning. Through supervision, the teacher knows the weaknesses and strengths of each student and tries to improve. As the principal of the madrasa, I continuously provide guidance to teachers who still have problems with learning in class. Based on my analysis, from the 45% of teachers who were initially trained, now there are fewer and fewer of them, only two or three people are left. These are senior teachers who do experience difficulties using IT tools for learning and understand the age and skill factors". Based on the findings and analysis above, we know that the supervision of the implementation of learning at Madrasah Aliyah Negeri Karawang is effective in improving teacher teaching performance. This requires positive and continuous support from the head of the madrasa in fostering and motivating teachers to improve their performance. This agrees with research by [35] that the leadership style and supervision of school principals have a positive and significant influence on achievement motivation and teacher performance.

2.2.3. Supervision of Learning Evaluation

In Law Number 14 of 2005 concerning teachers and lecturers, Article 1 paragraph 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Based on these regulations, it is clear that teachers must conduct assessments and evaluations. Teacher performance in evaluating learning includes 3 aspects, namely: a) implementation of assessments, b) enrichment, and c) remedial [13]. The Madrasa Head through the Curriculum Deputy Head of Madrasa provides a plan for conducting learning evaluations which includes: (1) Summative evaluation, carried out every 6 months, namely at the time of semester examinations; (2) Formative evaluation, given to each Karawang State Madrasah Aliyah teacher after performing the teaching and learning process and left entirely to the teacher; (3) Report on the results of the Evaluation, i.e. every time a summative or formative evaluation is carried out the results are reported to the Head of Madrasa through the Deputy Head of Madrasa for Curriculum; (4) Implementation of a remedial program, where this activity is carried out if students have not reached the minimum ability criterion value that must be obtained.

In an interview with the head of the madrasa, it was found that some of the conditions of the problems faced by teachers related to the performance of learning evaluation are as follows:

"So in the aspect of conducting learning evaluation, I still find that the teacher in making questions is still fixated even on plagiarism from textbooks and LKS, the teacher in making questions has not mastered the

cognitive level as the cognitive theory put forward by Bloom and Anderson, the teacher still has difficulty reducing learning indicators to the indicator questions then make the right questions according to the competencies to be achieved, the teacher does not do item analysis of learning evaluation questions so that from year to year they still use the same questions, the teacher in assessing learning outcomes has not fully implemented (authentic assessment) or even objective assessment it was found that the teacher did mark-up in the assessment of student learning outcomes".

To improve the performance of learning evaluation, the Head of Madrasah Aliyah Negeri Karawang in performing academic supervision assisted by the Team focuses on the teacher's professional competence, which includes lesson planning, learning implementation, and learning evaluation, because these three things are a unified whole that cannot be separated. The head of Madrasah Aliyah Negeri 2 Karawang disclosed the intention of conducting supervision in a systematic manner as follows: "Academic supervision to improve teacher professional competence is also carried out at Madrasah Aliyah Negeri Karawang, because teacher professional competence in planning, implementing and evaluating learning is a unified whole that cannot be separated. By supervising these three components, complete, intact, and planned teacher competence will be known in conducting the learning process." Teachers who were identified as having problems in conducting learning evaluations were given direct guidance by the school principal, were included in training for preparing KTSP learning evaluations conducted by supervisors and the Karawang district Ministry of Religion, and were instructed to conduct lesson studies to increase competence through Subject Teacher Consultations. The supervision of madrasa heads has proven to improve teachers' abilities in conducting learning evaluations. Even though there are still teachers who have difficulty compiling learning evaluation documents, in practice the teachers performance in evaluating learning has increased significantly.

2.3. Evaluation and Follow-Up Supervision in Improving the Performance of Karawang State Aliyah Madrasah Teachers

After the supervision process was carried out, the head of the madrasa together with the supervision team conducted an analysis of the supervision results, which included an analysis of the results of examining classes plans, the results of the implementation of learning, and the results of learning assessments. The results of the analysis of academic supervision are utilized by the head of the madrasa as materials for providing feedback and follow-up plans. Providing feedback is essential for teachers to be able to improve academic competence and improve the quality of learning for

students. Based on the evaluation carried out, it was found that the head of the madrasa followed up on the results of supervision in the form of: reinforcement and awards were given to teachers who had met the standards, educational reprimands were given to teachers who had not met the standards, and teachers were given the opportunity to take part in further training/upgrading.

Researchers designed an IPEA academic supervision model (Input – Process – Evaluation – Actuating). The IPEA model in this study is intended as an analogy that abstracts and selects some of the important elements, characteristics or components in academic supervision to improve teacher performance. The model is limited to alternative model concepts that require further testing (Fig. 2). The model consists of a) model rationale, b) model assumptions, c) model objectives, d) model scheme visualization, e) model

system components, f) model success indicators, g) model implementation requirements in the future along with criteria that must be met, h) model use and utilization, i) model measurement and evaluation as well as model validation procedures. Research on academic supervision by madrasa heads in improving teacher performance at MAN Karawang resulted in recommendations for the IPEA Model (Input, Process, Output, Outcome). There are 4 Grand Theory management models that underlie the preparation of the IPEA model: 1) IPOO model theory (input-process-output) [36]; 2) CIPP evaluation model theory (context-input-process-product), which was developed by Daien Stufflebeam [37]; 3) the PDCA (Plan-Do-Check-Act) management model put forward by [38]; and 4) Fayol's POLC (Planning, Organizing, Leading and Controlling) Model [39].

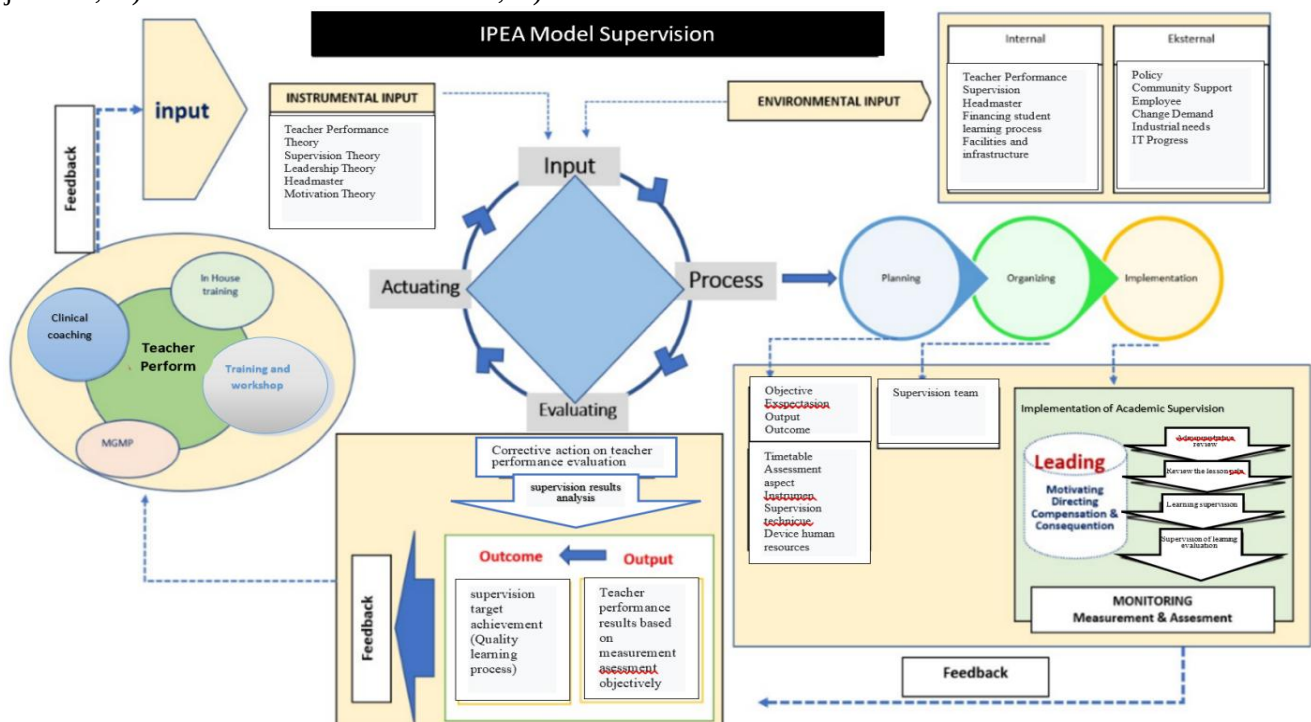


Fig. 2 The IPEA hypothetical model as an academic supervision model

IPEA stands for input, process, evaluation, and acting. The researcher attempts to explain the operational definition at each stage of supervision management as follows:

2.3.1. Input

Input consists of instrumental input and environmental/environmental input. Instrumental input in the form of support for education policies/regulations and the completeness of educational components. The policies in question are legal education regulations that cover and become the legal based on for supervision, improving teacher performance, and the competence of teachers and madrasa heads. Environmental input is in the form of environmental potential that supports academic

supervision. Internal environmental inputs include objective conditions such as teacher performance, supervision, school principals, financing/funding, students, learning processes, infrastructure, and school management. The external environmental inputs include community support, supervisors, demands for change, industry world of work needs, education market demands, and IT advancements. Input is an objective condition that helps identify problems, assets and opportunities for supervision and teacher performance, which can help decision makers identify goals, objectives, priorities, techniques, instrument approaches and methods that will be taken into consideration in making decisions and actions when planning supervision.

2.3.2. Process

The process of talking about how supervision is carried out includes planning (planning), organizing (organizing), and implementation of supervision (implementing). At the planning stage, based on the input, the madrasa head conducts a needs analysis so that decisions are made regarding the goals, objectives, outputs, and outcomes to be achieved. Furthermore, the organization is carried out by forming a supervision team. The head of the madrasa together with the supervision team compiles the supervision agenda, determines aspects of the assessment, instruments, techniques, approaches, required infrastructure, and human resources that support and are involved in supervision. Organizing through a team can usually involve the deputy head of the curriculum as the person in charge or the team leader involving the TU as the administrative Team and teachers who are considered competent and objective in the supervision process. At the implementation stage, the head of the madrasa together with the supervision team conducts a review of learning administration, studies of classes plans, class observation/class supervision, and supervision of learning evaluation. Throughout the supervision implementation process, monitoring is also carried out to ensure that the supervision process runs according to the expected plans and objectives. In line with monitoring, measurement (measurement and assessment) of teacher performance is also carried out with a set of assessment techniques, methods, and instruments that have been developed since the beginning of supervision planning. In the IPEA model, it is important for the principal to perform the Leading/leading function to direct and influence work-related activities of group members or the entire organization. For teachers in some cases, supervision is not optimal because of the sudden readiness and lack of teacher motivation as well as the skills and performance of teachers who always protect themselves from supervision and administrative activities. Researchers recommend a motivational approach to improve the quality and quantity of teachers conducting supervision optimally as expected. The basic theoretical basis is based on Maslow's theory of motivation. Maslow developed a theory that put forward the motivational aspects of organizational components through fulfillment of needs (Fig. 3). This framework is actually a form of effort made by the leader in controlling organizational components so that they are able to move or work according to the wishes of the leader, especially in accordance with the vision, mission, and supervision goals that are desired together.

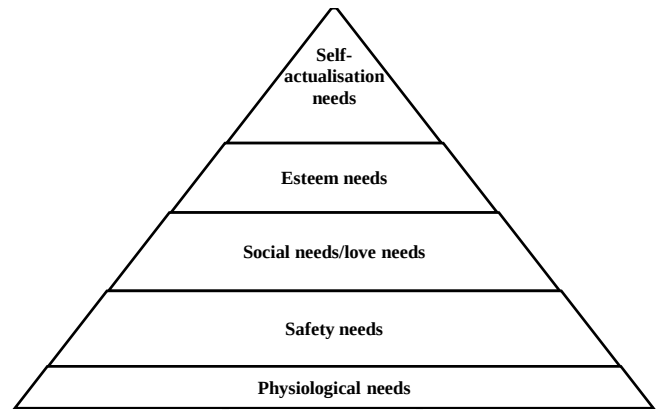


Fig. 3 Maslow's hierarchy of needs

Maslow's hierarchy of needs theory works on a very simple basis that humans definitely need something and the needs that have been satisfied are no longer a motivator for someone to achieve it. Based on Maslow's hierarchy of needs theory, leaders/supervisors use human need stimuli to streamline how to move and direct organizational components to achieve goals. In influencing organizational components to mobilize and direct human resources for optimal supervision of the organization by motivating using a need approach. The head of the madrasa moves the organization by looking at the motivational aspects of teachers through fulfilling their needs, namely with the theory developed by Maslow. Basically, being a subordinate (employee) is someone's effort to meet their needs. If these needs are met by behaving as subordinates (employees), satisfaction will arise. Conversely, subordinates (employees) will experience disappointment if their needs are not met. Types and needs of subordinates (employees) encourage them to perform behavior and performance as subordinates. Naturally, [40] explains that humans tend to seek pleasure and avoid misery. The researcher proposes an incentive and consequence approach. Teachers are given time (eg 3 weeks) to prepare and collect the learning administration. For teachers who collect on time, they will be given administrative and additional incentives for discipline. As for those who do not collect, not only will the incentives for making administration be forfeited but also other incentives such as incentives for making questions and UTS-UAS examinations will not be disbursed until the teacher collects administrative tools. As long as the administration is not collected, the teacher is considered not participating in supervision activities and deserves a disciplinary warning. With this incentive and consequence approach, it is an effort by the head of the madrasa to raise teacher awareness. At first, the teacher certainly moves motivated on the basis of the incentives obtained. There are also teachers who are afraid that the UTS-UAS compensation will not be paid, and they are even afraid of getting a reprimand. However, this is not the ultimate goal; instead, a culture of shame will be created that will give birth to a culture of professional obedience. At the initial level,

administration is based on incentive rewards or the consequences of a leadership reprimand. However, when examined, the achievement motivation of teachers will emerge to prevent them from feeling ashamed for not making and not following supervision. At a better stage, the teacher was initially forced to do so, but because of behavioristic factors or entrenched habituation, the teachers automatically had an awareness of the need for supervision. The next thing that is carried out in the supervision process is monitoring in which there are activities of observation, measurement (measurement), and assessment of teacher teaching performance (assessment). The formation of an awareness culture of supervision will experience a decline when the control and monitoring processes are weak. On the other hand, the teacher will know the extent of their performance abilities without any assessment by the supervisor. Therefore, monitoring is not limited to monitoring, recording, and providing an assessment, but there is direction and control of the supervision process that must proceed according to planning and objectives. Monitoring and measurement also need to be carried out on the supervision process carried out by the madrasa head and his supervision teams. This is related to what and how supervisors perform their functions, roles, and duties in academic supervision. Therefore, the teacher who is supervised also should provide an assessment of the performance of the supervision carried out by the head of the madrasa. So that the madrasa head will get input on what needs to be improved in future supervision. The stages of the supervision process (planning, organizing and implementing) will provide feedback in the form of data, notes and information needed for the next stage, namely evaluation of the supervision program.

2.3.3. Evaluating

According to [37] says that: "evaluation as research to collect, analyze, and present useful information about the object of evaluation, evaluate it and compare it with evaluation indicators and the results are used to make decisions regarding the object of evaluation". In the context of the supervision of the IPEA model, evaluation is a process of collecting, classifying and analyzing some facts and data obtained through certain methods, techniques and instruments which will produce a conclusion in the form of outputs and outcomes from the supervision carried out. The head of the madrasa with the Team analyzed the strengths and weaknesses of the teachers' performance, as well as aspects of teacher mastery based on measurements and assessments. Evaluation also produces an amount of supervisory feedbacks to be followed up in performance improvement or development programs. The head of the madrasa with the supervision team objectively, thoroughly, and systematically analyzes the

results of the supervision measurements and assessments carried out. Evaluation is not an act of justifying teacher mistakes, but an analytical process that will give birth to teacher achievements, weaknesses, and strengths. The results of this analysis need to be synthesized into the expected outputs and outcomes. Analysis of the evaluation will also make recommendations for follow-up plans for improvement and development of teacher competence/performance according to the problems and needs of individual teachers.

2.3.4. Actuating

Supervision is not limited to the process of observing, measuring, assessing, and recommending feedback. What is the result of the findings and the results of the output-outcome must be addressed on an ongoing basis. The principal of the madrasa develops a follow-up plan based on the recommended feedback aimed at improving teacher performance. Development is needed for teachers who have achieved good assessment criteria. As for teachers who still have poor performance, improvement is carried out through several schemes.

For teachers who experience performance problems due to psychological factors or personal problems such as family, clinical supervision is carried out. The head of the madrasa directly conducts interactive communication and dialog personally to help find solutions to teacher privacy. Madrasa heads hold in-house training by inviting education experts, supervisors, and madrasa learning developers to train and transfer skills to all teachers. Through in-house training, teachers who are already good at performance can also provide experience and knowledge to other peer teachers. This will also train collaborative teaching among teachers. Then, the head of the madrasa can also hold training and workshops on the development of KTSP-based learning administration. Improvement and self-development of teachers can also be done through the Subject Teacher Consultation (MGMP). Through MGMP activities, teachers develop content knowledge and professionalism related to the field of study being taught. The MGMP will be a forum for teachers to share knowledge, train each other, and develop each other's competencies. Conduct research and curriculum development that support teacher performance improvement. The results of the follow-up will be the based on/input for the next supervision cycle (Fig. 4).



Fig. 4 Scheme for improving and developing teacher performance

Findings, recommendations, weaknesses, and deficiencies in teacher performance and the previous supervision process will be used as input for decision making and policies in the next supervision. The IPEA supervision model is a supervision model that is recommended not only to improve performance but also to improve the quality of supervision. Assessment and improvement not only leads to teachers but also to the management that manages teacher supervision and performance. The IPEA model is developed based on the theory of management functions, integrated quality management, and integrated program evaluation to produce a simple, systematic, practical, and measurable supervision model.

3. Conclusion

The main funding from this research that an academic supervision model of the head of Karawang State Madrasah Aliyah is effective in improving teacher performance, there are: (a) The madrasa principal plans properly and systematically by determining the goals of academic supervision, making schedules, determining academic supervision techniques, and determining the instruments to be used; (b) Good communication between the head of the madrasa, the supervision team and the teachers supports harmony in achieving supervision goals and the expected performance improvement changes; (c) The teacher's performance in planning lessons, implementing learning, and evaluating learning has also increased along with the implementation of intensive and continuous academic supervision. The example of the madrasa head in providing instructions, motivation, and coaching is a supporting factor for the success of academic supervision. The research product is a hypothetical model of IPEA academic supervision (input, process, evaluating and actuating). This model begins with the stage of analyzing input conditions and needs. Then enter the process stage, which consists of 3 main activities: planning, organizing, and implementing plans. In the IPEA model, it is important for the principal to perform the leading function to direct and influence teacher performance activities.

From the results of comparisons with other studies, it shows that this research product is still focused on teachers who are still found with performance that requires improvement. Follow-up supervision can continue to be carried out by providing opportunities for teachers continue to improve their performance through direct coaching by school principals. Participating in training on preparing KTSP learning evaluations conducted by supervisors and the Karawang district Ministry of Religion, and instructed to do lesson study to increase competency through the Subject Teacher Consultation (STC). Researchers recommend a motivational approach by providing

incentives and consequences to improve the quality and quantity of teachers conducting supervision optimally as expected. Next is the evaluation stage, where the head of the madrasa with the Team analyzes the strengths and weaknesses of the teachers' performance. Analyze aspects of teacher mastery based on measurements and assessments. Evaluation also produces amount of supervisory feedbacks to be followed up in performance improvement or development programs. The final stage is actuating, efforts to improve performance based on feedback and teacher needs. The limitations of this research have not been tested at the madrasa level below Aliyah such as Stanawiyah and Diniyah Madrasas and Aliyah Vocasional School.

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