



The Role of The Madrasah Head In Implementing Collaborative Academic Supervision At Min 2 West Bandung

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ABSTRACT

The principal's role as a supervisor is to help improve teacher professionalism and ensure that students' needs are met in the learning process. Through supervision, school principals can improve the quality of learning and ensure that the supervision program carried out provides maximum results. This study aims to explore and analyze the application of collaborative academic supervision carried out by the head of Madrasah Ibtidaiyah Negeri (MIN) 2 West Bandung. Academic supervision is an important aspect in ensuring the quality of education and increasing teacher professionalism. The research method used is descriptive qualitative with a case study approach. Data was collected through in-depth interviews, observation and documentation. The research results show that madrasa heads implement various supervision strategies, including careful supervision planning, systematic implementation of supervision, as well as continuous evaluation and follow-up. Supporting factors in academic supervision include the competency of the madrasa head, teamwork, and support from related educational institutions. However, this research also identified several obstacles, such as limited time, high workload, and lack of resources. The recommendations of this research are the need to increase training and professional development for madrasa heads as well as increase support from the government and educational institutions to optimize academic supervision. It is hoped that this research can contribute to the development of more effective academic supervision practices in madrasas.

Keywords: Academic Supervision, Management, Education Quality

INTRODUCTION

Education is the main need of everyone to achieve educational goals and show self-actualization. The purpose and function of education is related to the formation of high-quality resources.¹ The process of improving the quality of human resources is very important. Academic supervision of madrasah heads is a coaching, supervision, and guidance activity carried out by madrasah heads for teachers to improve the quality of education at the education unit level.² School principals as education supervisors can carry out this activity to help teachers become more professional in carrying out their duties of serving their students. The main goal of academic supervision is to improve teaching and learning conditions in schools.³

The steps of academic supervision include planning, implementation, and evaluation.⁴ Academic supervision program planning consists of a monitoring planning document, a set of activities that help teachers improve their abilities, and learning process management to achieve

¹ Firdaus dkk., "Pengaruh Supervisi Akademik Kepala Sekolah dan Kompetensi Pedagogik Guru Terhadap Kinerja Guru Madrasah Tsanawiyah," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 2 (2022): 1793–1803, <https://doi.org/10.31004/edukatif.v4i2.2233>.

² Mutia Rohmawati, "Supervisi Akademik Kepala Sekolah," *Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana* 13, no. 2 (2019): 1–8.

³ Muhammad Yunus, Anis Zohriah, dan Anis Fauzi, "Dalam Meningkatkan Kinerja Guru Pendahuluan Pendidikan dewasa ini sudah menjadi kebutuhan primer bagi setiap," *Kelola: Journal of Islamic Education Management* 7, no. 1 (2022): 1–20.

⁴ Kimball Wiles dan John Bondi, *Supervision: A Guide to Practice*, 2 ed. (Colombos: Merrill Publishing, 1986).

learning goals.⁵ The supervision implementation process includes the implementation of planned supervision activities, including classroom observation, individual guidance, and professional development. Evaluation is the process of systematically searching and gathering information about the performance of an organization by comparing the criteria and objectives that have been set to determine whether the program is successful and successful.⁶ Supervision evaluation assesses the effectiveness of supervision activities, provides constructive feedback, and uses the results of the evaluation for follow-up planning.

The principal can do the following in the implementation of academic supervision: identify problems, analyze problems, formulate problem-solving strategies, implement these strategies, and conduct evaluation and follow-up. To achieve optimal learning outcomes, the implementation of supervision needs to comprehensively revise the current supervision model. They don't just need to visit the teacher to check the files or see the implementation of teaching in the classroom.⁷ The management of academic supervision of school principals is one of the crucial aspects in efforts to improve the quality of education in schools. Academic supervision aims to guide and assist teachers in carrying out teaching tasks so that they can create an effective and efficient learning process.⁸ However, in practice, the implementation of academic supervision by school principals often faces various challenges that require serious attention. The principal determines the back and forth of a school. Schools tend to experience setbacks and decreases in the quality and quality of education if the principal does not act in accordance with his responsibilities and leadership.⁹ The following are some of the problems that often occur in the field related to the academic supervision of madrasah heads, namely the limited competence of school principals, heavy workloads, lack of training and professional development, low motivation and support, suboptimal use of technology, and socio-cultural context.

Academic supervision by the principal is very important in responding to the needs of students in a school. The principal acts as a supervisor to help improve teacher professionalism and ensure that the needs of students are met in the learning process. Through supervision, school principals can improve the quality of learning and ensure that the supervision programs carried out provide maximum results.¹⁰ Academic supervision assists teachers in understanding educational goals, guiding students' learning experiences, meeting students' learning needs, assessing students' progress, fostering students' mental and spiritual reactions, and assessing teachers' performance in their personal and job growth.

Overall, academic supervision by the principal is essential because it helps to improve the effectiveness and efficiency of the learning process, motivate teachers, and develop their professionalism. Thus, academic supervision by the principal is a very important effort in ensuring the success of learning and meeting the needs of students at school. The management

⁵ Azis Iskandar, "Manajemen Supervisi Akademik Kepala Madrasah," *Jurnal Isema: Islamic Educational Management* 5, no. 1 (2020): 69–82, <https://doi.org/10.15575/isema.v5i1.5976>.

⁶ Daniel Kurniawan, Yari Dwikurnaningsih, dan Bambang Suteng Sulasmono, "Evaluasi Program Supervisi Akademik di PAUD Swasta," *Kelola: Jurnal Manajemen Pendidikan* 5, no. 2 (2018): 107–23, <https://doi.org/10.24246/j.jk.2018.v5.i2.p107-123>.

⁷ Iskandar, "Manajemen Supervisi Akademik Kepala Madrasah."

⁸ Khoirul Amri, Muhammad Syaifuddin, dan Syahraini Tambak, "Supervisi Akademik Dan Supportive Dalam Pendidikan Untuk Meningkatkan Mutu Pendidikan," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 3, no. 2 (2022): 884–94, <https://doi.org/10.38035/jmpis.v3i2.1177>.

⁹ Siti Nur Isnaini, Hadiyanto Hadiyanto, dan Rusdinal Rusdinal, "Manajemen Kepala Sekolah dalam Mengelola Pendidikan di Sekolah Dasar," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 4, no. 2 (2023): 645–52, <https://doi.org/10.38035/jmpis.v4i2.1577>.

¹⁰ Muhammad Saryulis dan Muhammad Nur Hakim, "Implementasi Supervisi Akademik Dalam Merespon Kebutuhan Peserta Didik Di Sma Negeri 1 Puri Mojokerto," *Academicus: Journal of Teaching and Learning* 2, no. 1 (2023): 1–9, <https://doi.org/10.59373/academicus.v2i1.9>.

of academic supervision of the head of the madrasah which includes the process of planning, implementation, and evaluation in educational institutions including the Madrasah Ibtidaiyah level. So in this study, the researcher is interested in taking the title the role of madrasah heads in the implementation of collaborative academic supervision in min 2 west bandung.

METHOD

This study uses a qualitative research approach. Qualitative research is simply defined as a type of research whose results are not obtained through statistical techniques, but rather how researchers understand and interpret events, interactions, and behaviors of subjects in a particular context from their own point of view.¹¹ Qualitative research is a type of research that aims to understand the phenomena experienced by the research subject, such as actors, perceptions, motivations, actions, and others, thoroughly and descriptively by using language and words in a natural context. The¹² qualitative research tools in it consist of the authors themselves; they allow authors with extensive theory and knowledge to question, analyze, photograph, and instruct the social situation of education being studied.¹³ The research method used is in the form of a qualitative descriptive method. Descriptive research is a type of research that aims to explain or describe a situation, event, object, or everything related to variables that can be explained with words or numbers.¹⁴ The main characteristics of this research method are that the researcher is directly involved in the field, acts as an observer, creates a category of actors, observes phenomena, records them in an observation book, does not manipulate variables, and emphasizes natural observation.¹⁵ This research was conducted at MIN 2 West Bandung. The data collection techniques used are in the form of interviews, documentation, and observations. Interviews were conducted with the head of the madrasah, the vice president of curriculum, and representatives of class teachers. Documentation techniques are carried out to obtain documents or records related to the academic supervision of madrasah schools. The observation technique was carried out by observing academic supervision activities carried out at MIN 2 West Bandung.

RESULT AND DISCUSSION

The management of academic supervision of the head of the madrasah consists of three stages, namely planning, implementation, and evaluation and follow-up.¹⁶ At the planning stage of academic supervision, the head of the madrasah at MIN 2 West Bandung prepares a program of academic supervision activities that will be carried out along with the preparation of an academic supervision schedule for each teacher. The stage of implementing academic supervision of madrasah heads at MIN 2 West Bandung includes observation and individual class visits for each teacher. The head of the madrasah is assisted by senior and experienced teachers acting as supervisors. The evaluation or follow-up steps of academic supervision carried out at MIN 2 West Bandung are group discussions, coaching activities for educators, workshops, and technical guidance. In more detail, the following are the results and discussions obtained in the field.

Planning for Academic Supervision of Madrasah Heads at MIN 2 West Bandung

Academic supervision planning carried out by the principal involves several important steps to ensure the effectiveness and success of supervision. Steps that can be taken in planning academic supervision are setting supervision goals, identifying school needs and conditions,

¹¹ Feny Rita Fiantika dkk., *Metodologi Penelitian Kualitatif* (Padang: PT Global Eksekutif Teknologi, 2022).

¹² Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2016).

¹³ James H McMillan dan Sally Schumacher, *Research In Education: A Conceptual Introduction* (Allyn & Bacon, 2000).

¹⁴ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2010).

¹⁵ Ismail Suardi Wekke, *Metode Penelitian Sosial* (Yogyakarta: Penerbit Gawe Buku, 2019).

¹⁶ Wiles dan Bondi, *Supervision: A Guide to Practice*.

planning supervision activities, referring to national education standards, being responsible and sustainable, and improving the quality of learning.¹⁷ By conducting comprehensive and targeted academic supervision planning, school principals can ensure that supervision contributes significantly to the development of teacher professionalism and the improvement of the quality of learning in schools. Planning academic supervision by the head of the madrasah is an important step in improving the quality of education in the madrasah and helping teachers to continue to develop professionally.¹⁸ Academic supervision of a school principal is the ability of a school principal to conduct evaluation and coaching with the aim of improving the teacher's learning process.¹⁹ Academic supervision is an activity designed to influence teachers directly and aims to help them manage learning to achieve learning goals.²⁰ Academic supervision aims to oversee the quality of teaching, improve the effectiveness and effectiveness of the learning process, develop teachers' professionals, and increase their motivation.

Supervision is an academic activity that must be carried out by people who understand the activities they supervise.²¹ These people must have the ability to assess the current situation and then proceed to the activities that should be carried out. Learning supervision is a series of activities that assist teachers in improving their ability to manage the learning process to achieve learning goals.²² Academic supervision is an activity that can help teachers improve their ability to manage the learning process to achieve learning goals. Academic supervision is a structured activity that is used to evaluate teachers and is carried out on an ongoing basis to improve teacher performance. The quality of student learning outcomes can be seen from efforts to improve teachers through academic supervision. Academic supervision program planning includes the creation of plan documents and monitoring of various activities that help teachers learn to manage the learning process to achieve learning goals.²³ Planning is a major part of education management. To improve the quality of teaching, monitoring activities also need to be well planned.

One of the responsibilities of school principals is to implement supervision programs. Principals must have the ability to plan an academic supervision plan so that they can create an effective and efficient plan to achieve academic supervision goals as well as facilitate the measurement of course performance. Preparation of the academic supervision plan, contact with teachers, counseling and guidance before the implementation of supervision, implementation of supervision, and subsequent actions are all parts of the academic supervision plan. School principals should be aware that these activities aim to improve learning processes and outcomes, and this means a change in teacher behavior and teaching approaches.

The planning of academic supervision programs has several advantages, including: 1) Serves as a guideline for academic implementation and supervision; 2) Creating an agreement

¹⁷ Herianto Dalanggo, "Strategi Perencanaan Supervisi Akademik Kepala Madrasah," *Ideas: Jurnal Pendidikan, Sosial dan Budaya* 5, no. 4 (2019): 381–88, <https://doi.org/10.32884/ideas.v5i4.226>.

¹⁸ Muklis Riyanto dkk., "Manajemen Kepala Sekolah dalam Melaksanakan Perencanaan, Implementasi, Penilaian dan Tindak Lanjut Supervisi Akademik," *Journal Of Administration and Educational Management (ALIGNMENT)* 4, no. 1 (2021): 21–30, <https://doi.org/10.31539/alignment.v4i1.2144>.

¹⁹ Muhammad Kristiawan, Yuyun Yuniarsih, dan Happy Fitria, *Supervisi Pendidikan* (Bandung: Alfabeta, 2019).

²⁰ Saryulis dan Hakim, "Implementasi Supervisi Akademik Dalam Merespon Kebutuhan Peserta Didik Di Sma Negeri 1 Puri Mojokerto."

²¹ M Imam Khaudli dan Elfa Naili Sari, "Implementasi Supervisi Akademik Dalam Pengembangan Profesi Guru Oleh Kepala Sekolah Menengah Atas (Sma) Blokagung Tegalsari Banyuwangi," *Jurnal Manajemen Pendidikan Islam Darussalam* 4, no. 1 (2022): 50–62, <https://doi.org/10.30739/jmpid.v4i1.1620>.

²² W Damayanti, "Peningkatan mutu kinerja guru melalui supervisi akademik (solusi perubahan dengan gabungan model supervisi akademik artistic model dan cooperative development model)," *Jurnal Pendidikan Ilmu Sosial* 26, no. 1 (2016): 80–86.

²³ Lantip Diat Prasajo dan Budiyo, *Supervisi Pendidikan* (Yogyakarta: Gava Media, 2011).

on how all students view the academic supervision program; and 3) Guarantee that school resources are used effectively and cost-effectively. To ensure that teachers understand the principal's supervision plan, the academic supervision program must be clearly and systematically drafted, with a detailed schedule communicated to the teacher. The supervision schedule should include the time of visits, the amount of time spent by the teacher, and the class schedule. If teachers knew about the principal's supervision plan, they would happily follow it. If educators know about the principal's supervision plan. To help teachers become better at managing the learning process to achieve learning goals, an academic supervision plan should begin with an activity monitoring plan document. There are no standards applicable to academic advising programs designed by principals. The principal has the ability to adapt to the needs and conditions of each school. The principal must make a realistic supervision plan so that academic supervision can be implemented. Plans made by one school do not always apply to other schools. Although an academic supervision plan can be created once a year, a specific plan is required to do so, such as weekly, monthly or semesterly. In addition, the supervision method can be adjusted to the school situation and involves teachers, and does not need to be the same in every district, thus instilling a sense of shared responsibility.

The goal of academic supervision is to monitor, evaluate, and improve the quality of learning in schools. In the context of education, academic supervision is carried out by the principal or an appointed party to ensure that the learning process runs according to the set standards. The goals of academic supervision include several things, including Monitoring Teacher Performance: Academic supervision aims to monitor teachers' performance in planning, implementing, and evaluating learning. This includes assessing teachers' ability to develop learning tools, manage classes, and assess student learning outcomes. Improving the Quality of Learning: Academic supervision aims to improve the quality of learning by providing constructive feedback to teachers. By conducting regular supervision, the principal can assist teachers in identifying weaknesses and developing improvement strategies. Ensuring the Achievement of Educational Standards: The goal of academic supervision also includes ensuring that the learning process in schools is in accordance with the educational standards set by the government. This includes ensuring that the curriculum, teaching methods, and assessments are appropriate for student needs and educational goals.²⁴

Thus, academic supervision aims to improve the quality of education, ensure the compatibility between learning objectives and the results achieved, and provide support to teachers in improving the quality of learning in schools. The purpose of academic supervision is to improve the quality of learning processes and outcomes in the classroom through supervision, improvement, improvement, and development of teachers' professional abilities. Academic supervision aims to assist teachers in reflecting and analyzing teaching behavior, as well as assisting them in making their own decisions to improve and develop the teaching and learning process. Academic supervision also aims to evaluate and improve the quality of the learning process, as well as create a balance between the efforts of school principals in empowering teachers' professional accountability with positive support from teachers.²⁵ Academic supervision aims to help teachers develop their professional and pedagogical abilities, improve the quality of learning in the classroom, and motivate and provide stimuli to teachers

²⁴ Isnaini, Hadiyanto, dan Rusdinal, "Manajemen Kepala Sekolah dalam Mengelola Pendidikan di Sekolah Dasar."

²⁵ Mukhamad Arief Baehaqi, "Manajemen Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru (Studi Deskriptif Kualitatif di SMK Bandung Barat 2 Cihampelas dan SMK IT NU Saguling)," *Syntax Literate : Jurnal Ilmiah Indonesia* 3, no. 8 (2018): 51–60.

so that they increase their creative potential in themselves. This also aims to ensure that teacher improvement is carried out thoroughly and continuously.²⁶

Planning is the first step to achieving optimal work goals. The first planning carried out by the head of the madrasah to carry out academic supervision is to create a supervision committee, which consists of senior and experienced teachers including curriculum waka. The academic supervision program carried out at MIN 2 West Bandung is adjusted to the guidelines or techniques provided by the government, in this case the Ministry of Religion. Usually in MIN Bandung, the head of the Madrasah who prepares and plans the supervision program is carried out with the help of the academic supervision committee. The first step taken by the academic supervision committee is to compile the objectives of academic supervision in MIN 2 West Bandung, by analyzing SWOT. Academic supervision program planning includes the creation of plan documents and monitoring of various activities that help teachers learn to manage the learning process to achieve learning goals.²⁷

The next step taken by the head of the madrasah is to make a supervision schedule for each teacher. In MIN 2 West Bandung, the first teacher to be supervised is the curriculum wakamad, this aims to help the curriculum wakamad with other teachers. In the preparation of the academic supervision schedule, the head of the madrasah and the committee make the preparation according to the time of the madrasah supervisor, the head of the madrasah, and the teacher to be supervised. So in determining the supervision schedule, it is discussed first with other educators in regular madrasah meeting activities. One of the plans carried out by teachers to supervise is to prepare class administration. Overall, good academic supervision planning by the head of the madrasah at MIN 2 West Bandung can create a better educational environment, improve the quality of teaching, and ultimately improve student academic achievement. In addition to these three impacts, the planning of academic supervision of madrasah heads at MIN 2 West Bandung also has a positive impact on improving communication and cooperation between teachers and madrasah heads, increasing teacher accountability, increasing student learning motivation, and creating a more effective and efficient madrasah. In the assessment process, it is also carried out on a special application for academic supervision that must be filled out by the head of the madrasah and educators or teachers.

The implementation of academic supervision of madrasah heads at MIN 2 West Bandung has a positive impact on various aspects, including improving teacher performance, improving student learning outcomes, improving learning quality, improving teacher professionalism, and improving madrasah performance. The success of the implementation of academic supervision at MIN 2 West Bandung cannot be separated from several supporting factors, namely the strong and visionary leadership of the madrasah head, the teacher's commitment to improve the quality of learning, good cooperation between the madrasah head, teachers, and madrasah staff, and support from parents and the community. The implementation of academic supervision of madrasah heads has proven to be an effective program to improve the quality of education at MIN 2 West Bandung. With the implementation of continuous and directed academic supervision, it is hoped that MIN 2 West Bandung can continue to improve its achievements and become a superior madrasah.

Implementation of Academic Supervision of Madrasah Heads at MIN 2 West Bandung

²⁶ Wakhidatun Niswah, "Analisis Supervisi Akademik Kepala Sekolah dan Budaya Sekolah Terhadap Kompetensi Pedagogik Guru SD di Kabupaten Demak," *JPAI: Jurnal Perempuan dan Anak Indonesia* 2, no. 1 (2020): 43–57, <https://doi.org/10.35801/jpai.2.1.2020.31181>.

²⁷ Prasajo dan Budiyo, *Supervisi Pendidikan*.

The process of implementing academic supervision by school principals is important because it aims to improve teacher performance and the quality of education in schools.²⁸ Academic supervision is carried out through planning, implementation, and evaluation. This supervision activity must be carried out to improve learning and improve learning outcomes. Teachers respond positively to the supervision carried out by the principal because through this supervision, their performance can be improved. By carrying out academic supervision in a planned and structured manner, school principals can help teachers to continue to improve the quality of their teaching, as well as achieve the learning goals that have been set. Effective academic supervision can also have a positive impact on the quality of education in schools as a whole.²⁹ In its implementation, the principal makes a proposal for the supervision program, sets a supervision schedule, makes assessment instruments, carries out supervision, and evaluates the results of supervision periodically.³⁰

Academic supervision is an effort made by supervisors to monitor the course of the learning process in a school, as well as assess the performance of teachers in teaching. The goal of academic supervision is to ensure that learning in schools runs well and in accordance with national educational standards, as well as to evaluate teachers' performance in carrying out teaching activities.³¹ In its implementation, the supervisor will monitor the learning program carried out, see activity documents, and evaluate the learning activities. In its implementation, the principal makes a proposal for the supervision program, sets a supervision schedule, makes assessment instruments, carries out supervision, and evaluates the results of supervision periodically.³² The purpose of academic supervision is to improve the effectiveness and efficiency of the learning process, monitor the quality of learning, and develop teacher professionalism through example, discussion, and training. In addition, academic supervision also aims to respond to the needs of students by ensuring that teachers provide good service in the learning process, which can meet their physical and academic needs. With good academic supervision, it is hoped that the quality of education in schools will continue to improve so that educational goals in shaping students' personalities and abilities can be achieved properly.

The implementation of academic supervision by the principal includes several steps that must be taken. First, the principal makes a proposal for the supervision program, sends a decree to the deputy principal to assist in the implementation of supervision, makes assessment instruments, makes supervision schedules, carries out supervision, and evaluates the results of supervision.³³ In addition, academic supervision is carried out by the principal with the aim of improving teacher performance during the learning process in the classroom and outside the classroom, as well as improving teacher professionalism so that services to students can better meet their needs. In an online learning situation, the principal supervises by participating in the Google Classroom account for each subject to monitor the materials and assignments given to students. In addition, supervision is also carried out to other school staff such as library staff,

²⁸ Leniwati dan Yasir Arafat, "Implementasi Supervisi Akademik Kepala Sekolah Untuk Meningkatkan Kinerja Guru," *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)* 2, no. 1 (2017): 106–14, <https://doi.org/10.31851/jmksp.v2i1.1158>.

²⁹ Riyanto dkk., "Manajemen Kepala Sekolah dalam Melaksanakan Perencanaan, Implementasi, Penilaian dan Tindak Lanjut Supervisi Akademik."

³⁰ Saryulis dan Hakim, "Implementasi Supervisi Akademik Dalam Merespon Kebutuhan Peserta Didik Di Sma Negeri 1 Puri Mojokerto."

³¹ Dhiyana Nur Auliya Sari, Ibrahim Bafadal, dan Bambang Budi Wiyono, "Pelaksanaan Supervisi Manajerial Dalam Rangka Implementasi Manajemen Berbasis Sekolah," *Jurnal Administrasi dan Manajemen Pendidikan* 1, no. 2 (2018): 213–21, <https://doi.org/10.17977/um027v1i22018p213>.

³² Saryulis dan Hakim, "Implementasi Supervisi Akademik Dalam Merespon Kebutuhan Peserta Didik Di Sma Negeri 1 Puri Mojokerto."

³³ Saryulis dan Hakim.

UKS, labs, TU, BK, and others to improve their performance so that services to students are maximized.

There are several ways that the principal of a school/madrasah can carry out supervision, namely the principal of the school/madrasah visits the classroom to directly observe the learning activities carried out by the teacher.³⁴ During the observation, the principal recorded everything related to the implementation of learning. Principals/madrasahs use pre-agreed assessment instruments to assess teacher performance during learning activities. In order to carry out their supervisory duties properly and smoothly, the head of the madrasah must pay attention to the principles of supervision which include scientific, democratic, cooperative, and constructive and creative principles.³⁵ Scientific Principles. One of the characteristics of scientific principles is as follows: a) Supervision is based on objective data obtained during the teaching-learning process. b) Data collection requires the use of tools such as observation, personal conversations, questionnaires, and so on; c) Every supervision activity is carried out systematically. Democratic principles. Teachers' services and assistance are based on a close humanitarian relationship and warmth so that teachers feel safe to continue their work. Upholding the dignity and self-esteem of teachers rather than relying on academic leaders is a democratic meaning. Principle of Cooperation. Developing a joint venture, or supervision, "sharing ideals, sharing experiences," encourages and stimulates teachers and makes them feel like they are growing together. Constructive and Creative Principles. If supervision is able to create a work environment that is fun rather than scary, every teacher will be motivated to develop their creative potential.

The principles of educational supervision, according to Arikunto, are as follows: 1) Supervision is to provide guidance and assistance to teachers and other school staff to overcome problems and overcome difficulties rather than looking for faults; 2) Assistance and guidance are provided directly; 3) If the supervisor or principal plans to give suggestions or feedback, such suggestions must be given as soon as possible so as not to be forgotten; and 4) Supervision activities are carried out actively.³⁶ The academic supervision model consists of 3 models, namely:³⁷ Conventional or Traditional Models. Due to the condition of society in an authoritarian and feudalistic power environment, this model was first used in the implementation of educational supervision. Finding fault and spying on subordinates is called snoopervision by this model. This model of supervision causes teachers' indifferent behavior in finding solutions and innovations for the advancement of education or even against their supervisors. Scientific Model. The supervision of this model is carried out based on data that has been collected objectively before; This includes data on teachers' personal performance, the results of observations of the learning process in the classroom, and student learning achievement. Supervision is carried out based on predetermined planning and using predetermined methods. Clinical Models. The clinical supervision model focuses on improving the quality of the learning process through a regular, systematic, and planned cycle with follow-up observation, analysis, and evaluation. Minimizing the difference between real teaching behavior and ideal teaching behavior is the main goal of this model supervision. Characteristics of clinical supervision include, but are not limited to, that supervision is conducted in a friendly and humane manner, that the initiative for what to supervise comes from the teacher rather

³⁴ Lorensius, Zaenab Hanim, dan Warman, "Implementasi supervisi akademik kepala sekolah dalam peningkatan profesionalisme guru di SMK Katolik Kota Samarinda," *Attractive: Innovative Education Journal* 4, no. 2 (2022): 339–52.

³⁵ Made Pidarta, *Supervisi Pendidikan Kontekstual* (Jakarta: PT Rineka Cipta, 2009).

³⁶ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Bandung: Bumi Aksara, 2013).

³⁷ Putri Handayani, Sutarto, dan Rini, "Model Supervisi Akademik dalam Meningkatkan Kompetensi Pedagogik Guru PAI di MTS Kabupaten Kepahiang," *Jurnal Literasiologi* 8, no. 3 (2022): 39–53.

than from the supervisor, and that the relationship between supervisor and supervisor is a partnership relationship, and more.

The implementation of academic supervision is the next step after planning which has the most important role in the field. The process of implementing academic supervision at MIN 2 West Bandung is during an odd semester, precisely in the middle of an odd semester, which is carried out once a year. The implementation of academic supervision of madrasah heads at MIN 2 West Bandung is carried out by means of observation and individual class visits. In the process of observation and class visits, the head of the madrasah checked the completeness of the classroom administration of each teacher such as the RPP for the 2013 curriculum or the module for the independent curriculum. The implementation of academic supervision is carried out according to the schedule that has been previously set for teachers. So that teachers will take turns to get supervision and must prepare the completeness of their administration, including preparation in practice as well.

The approach of academic supervision at MIN 2 West Bandung is adjusted to the needs of the teachers. Broadly speaking, it can be seen that academic supervision activities at MIN 2 West Bandung are carried out in accordance with the guidelines that have been set or in accordance with procedures with the use of special techniques, carried out in a planned and sustainable manner, using data collection instruments, and there is objective data. So it can be concluded that the academic supervision model used is a scientific supervision model. The process of implementing academic supervision of madrasah heads at MIN 2 West Bandung is usually supervised and guided by supervisors assigned by the Ministry of Regional Religion. The assessment guidelines for academic supervision in MIN 2 West Bandung are adjusted to the guidelines that have been given by the regional Ministry of Religious Affairs. Then in the assessment there is also a special application for academic supervision available, which must be filled out by the head of the madrasah and the teacher according to the events in the field. Academic supervision activities at MIN 2 West Bandung are carried out to three types of supervision activities, namely teacher supervision, classroom supervision, and madrasah environment supervision.

The supervision system of the educator supervision program at MIN 2 West Bandung consists of two systems, namely internal and external. The head of the madrasah leads the supervision of the quality development of educators internally, and externally it is carried out by the madrasah supervisor from the ministry supervising all actions of educators. The implementation of academic supervision by the head of the madrasah at MIN 2 West Bandung has a significant impact and benefit on improving the quality of education. The impact is seen in the improvement of teacher professionalism through structured guidance and feedback, which encourages the improvement of teaching methods and classroom management. The benefits include increased pedagogic and didactic competence of teachers, which directly contributes to the achievement of better student learning outcomes. In addition, effective academic supervision helps in the development of a more relevant and responsive curriculum to students' needs, creates a more conducive learning environment, and strengthens cooperation and communication between teachers and madrasah management. Overall, this supports the creation of a culture of continuous quality improvement in madrasahs.

Evaluation and Follow-up of Academic Supervision of Madrasah Heads at MIN 2 West Bandung

Evaluations can provide feedback to the school or other relevant parties on how to achieve the goals. To carry out this supervision, supervisors must equip themselves with tools or a table of contents that includes all indicators that need to be monitored and evaluated. One of the main steps of the evaluation process is to set standards to measure performance, measure

work performance, analyze whether the achievement can meet the standard, and take corrective action if the achievement is lacking or does not meet the standard.³⁸ The end of the series of monitoring activities is follow-up activities. Follow-up activities aim to improve teachers' professional abilities, provide support and rewards to teachers who meet standards, provide educational warnings to teachers who do not meet standards, and provide opportunities for teachers to participate in further training and training. There is no doubt that teachers who do not have basic competencies and abilities must support the scientific material of the subjects they study, because they must understand advanced science. Due to the lack of teachers who utilize information and communication technology for self-development, training and training related to information technology are needed. It is also hoped that follow-up activities will help teachers become better at teaching.

There are several aspects of academic supervision evaluation that must be considered by the principal of the school/madrasah, namely: Administrative Assessment: The principal provides an assessment of the completeness of the teacher's administration during the supervision. If the teacher succeeds in completing the administration, then the teacher is considered to have no problems. However, if the teacher's administration is incomplete, the principal will provide advice and motivation for the teacher to complete the administration. Follow-up: After the administrative evaluation, the principal provides follow-up related to teacher administration. If the teacher does not complete the administration, the principal provides advice and motivation, but does not provide a time limit for the collection of the administration. Comprehensive Evaluation: Although evaluations are conducted primarily related to administration, it is recommended that school principals conduct more comprehensive evaluations. A comprehensive evaluation includes various aspects, such as teachers' ability in classroom management, mastery of subject matter, sources of teaching materials, teaching media, and the relevance of assessment to teaching materials.³⁹

In the context of academic supervision evaluation, it is important for school principals not only to focus on administrative aspects, but also to pay attention to other aspects that can improve the quality of teaching and teacher competence. Comprehensive evaluation will help achieve the goal of academic supervision to improve teaching and improve teachers' teaching competence. The teacher performance program at MIN 2 West Bandung is supervised from start to finish through supervision and evaluation carried out by various parties, including teachers and madrasah supervisors from the Ministry. Following up on the results of academic supervision is one way for the head of the madrasah to determine what other steps must be taken with the teacher. In addition, this analysis will be used as material for teacher evaluation by the head of the madrasah. The implementation of continuous academic supervision can improve teachers' professional competence. Follow-up includes holding training courses, holding meetings or conferences, holding group discussions, and helping teachers implement the curriculum.

Evaluation and follow-up activities on academic supervision at MIN 2 West Bandung are carried out through the following programs, namely teacher group discussions at monthly routine meetings, Continuous Professional Development Activities (PKB) KKG MI POKJA 0011 West Bandung Regency, IHT Workshop on the implementation of the independent curriculum for educators at MIN 2 West Bandung, teacher development activities, education

³⁸ Rina Karyati, "Monitoring Dan Evaluasi Supervisi Akademik Sebagai Upaya Untuk Meningkatkan Kompetensi Kepala Sekolah Binaan Kepengawasan Kota Malang," *Jurnal Pendidikan Hayati* 6, no. 3 (2020): 122–32.

³⁹ Asnita Putri Dewi, "Pengelolaan Supervisi Akademik Sekolah Dasar Islam Terpadu Ash-Haabul Kahfi Lubuk Alung," *Kelola: Jurnal Manajemen Pendidikan* 7, no. 1 (2020): 56–64, <https://doi.org/10.24246/j.jk.2020.v7.i1.p56-64>.

personnel and madrasah committees by the Ministry of Religion office of West Bandung Regency, and workshop activities to improve the quality of KBM services for MIN 2 West Bandung teachers, with the theme of excellent service for improving student competence. The purpose of the activity is to improve teacher performance which leads to improving the quality of education, developing teacher competence and improving the quality of education is also expected to increase competitiveness with the aim of increasing the achievement of education personnel or madrasah human resources in MIN 2 West Bandung. The impact of evaluation and follow-up of academic supervision by the head of the madrasah is very significant in improving the quality of education in the institution. A thorough evaluation allows the identification of strengths and weaknesses in the teaching and learning process. Effective follow-up, such as providing constructive feedback, training for teachers, and adjusting curriculum and teaching methods, contributes to teacher professional development and improvement of teaching quality. This not only improves teachers' competence and motivation, but also creates a learning environment that is more conducive and adaptive to the needs of students, which ultimately has a positive impact on students' academic achievement as well as the overall effectiveness of the educational process in the madrasah.

The Role of Madrasah Heads as Collaborative Leaders

The head of the madrasah at MIN 2 West Bandung plays a central role in building a culture of cooperation between teachers and management. A collaborative approach is applied by placing teachers as partners in the supervision process. The head of the madrasah actively motivates teachers to participate in designing, implementing, and evaluating learning strategies. The actions of the head of the madrasah include: 1) Facilitation of periodic meetings, the head of the madrasah regularly holds meetings with all teachers to discuss learning progress, obstacles faced, and possible solutions. 2) Individual mentoring, in some cases, madrasah heads provide individual mentoring to teachers who need more in-depth guidance regarding teaching practices. Collaborative academic supervision provides space for teachers to feel involved in decision-making, so they are more motivated to improve their performance. This is in accordance with *participatory leadership theory*, where the leader acts as a facilitator to empower his subordinates. In MIN 2 West Bandung, the head of the madrasah has succeeded in implementing this principle through an inclusive and open approach.

Academic supervision in MIN 2 West Bandung is carried out through an approach that actively involves teachers, such as: 1) Teacher Working Group (KKG), in this forum, teachers share best practice experiences and provide input to each other to improve learning effectiveness. 2) Workshops or trainings, madrasah heads facilitate training activities to update teachers' insights and skills in learning. 3) Structured classroom observation, classroom observation is carried out with a collaborative approach, where the head of the madrasah and the teacher jointly analyze the results of the observation to prepare an improvement plan. Activities such as KKG and workshops have proven to be effective in improving teachers' professional competence. Teachers not only get input from the head of the madrasah, but also from colleagues. This creates a collective learning environment that supports continuous improvement of the quality of education. The success of collaborative supervision at MIN 2 West Bandung is inseparable from the ability of madrasah heads to adjust strategies to the local context. An understanding of the work culture, teacher characteristics, and student needs are the main factors in ensuring effective supervision.

CONCLUSION

The process of planning the academic supervision of the head of the madrasah at MIN 2 West Bandung begins with the process of forming a supervision committee consisting of senior

and experienced teachers. The next step for the supervision committee is to identify the objectives of the supervision activities that will be carried out in MIN 2 West Bandung by analyzing SWOT. Overall, good academic supervision planning by the head of the madrasah at MIN 2 West Bandung can create a better educational environment, improve the quality of teaching, and ultimately improve student academic achievement. The process of implementing academic supervision at MIN 2 West Bandung has been running as it should in accordance with the procedures that have been previously established in the planning process. The implementation of academic supervision of madrasah heads at MIN 2 West Bandung is carried out by means of observation and individual class visits. The implementation of academic supervision by the head of the madrasah at MIN 2 West Bandung has a significant impact and benefit on improving the quality of education. The impact can be seen in improving teacher professionalism through structured guidance and feedback. At MIN 2 West Bandung, the teacher performance program is supervised from start to finish through supervision and evaluation from various sources, including teachers and madrasah supervisors from the Ministry. The impact of evaluation and follow-up of academic supervision by the head of the madrasah is very significant in improving the quality of education in the institution.

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