

Management of Supervisor Academic Supervision in Improving the Pedagogic Competence of Madrasah Ibtidaiyah Teachers in Bandung City

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Submitted: 28-06-2021

Revised: 04-09-2021

Accepted: 06-10-2021

ABSTRACT. This research is generally intended to study, analyze, and obtain an empirical description of the supervisory, academic supervision management in improving the pedagogic competence of Madrasah Ibtidaiyah teachers in two Madrasah Ibtidaiyah. There are MI Negeri 1 Kota Bandung and MI Negeri 2 Kota Bandung. This research is research using a descriptive method with a qualitative approach. Data were collected through interviews, observation, and documentation and then analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results showed that: first, the planning of academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers consisted of general programs and supporting programs. Second, the implementation of academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers is formulated with the fostered madrasah through meeting activities at the beginning of each new school year to carry out coaching, monitoring, and assessing teacher performance. Third, the evaluation of academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers is carried out through self-evaluation at the supervisory working group level and the madrasah level. Fourth, problems in the academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers come from internal and external supervisors. Fifth, future improvement efforts for academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers are to develop programs by considering the abilities of supervisors and madrasah and the relationship between supervisors and madrasah.

Keywords: *Academic, Management, Pedagogic, Supervision*

 <https://dx.doi.org/10.32678/tarbawi.v7i02.4755>

How to Cite Fauzi, R., Trisnamansyah, S., Hanafiah, H., & Danuwikarsa, I. (2021). Management of Supervisor Academic Supervision in Improving the Pedagogic Competence of Madrasah Ibtidaiyah Teachers in Bandung City. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 7(02), 179-198. doi:10.32678/tarbawi.v7i02.4755.

INTRODUCTION

Madrasah Ibtidaiyah is an Islamic educational institution that has long contributed to the formation of the character of the Indonesian nation (Lubis & Nasution, 2017). Although Madrasah Ibtidaiyah has now received recognition as a formal educational institution with religious characteristics, in its development, there are still many problems, especially the quality of teachers. The low quality of education is caused by many factors, one of which is the teacher qualification factor (Noor, 2019). Teachers are the main actors in educational activities, namely in implementing the learning process (Maghfiroh *et al.*, 2020). The teacher's ability to carry out learning activities will be an illustration of its quality. It is because quality will be attached to

performance (Zehir *et al.*, 2012). Madrasa supervisors carry out academic supervision activities to ensure teachers can organize quality learning activities.

Academic supervision activities are needed to maintain the quality of learning and strengthen teacher competence. Admittedly or not, the competence of teachers at Madrasah Ibtidaiyah is currently still unstable. The instability of teacher competence will undoubtedly have an impact on the quality of learning. It is where the role of madrasa supervisors in carrying out academic supervision will contribute to improving teacher competencies, especially their pedagogic competencies. Improving pedagogic competence in teachers will increase teacher professionalism (Dewi & Khotimah, 2020).

Pedagogic competence is the teacher's ability to manage to learn. Pedagogic competence is a distinctive competence that will distinguish teachers from other professions and determine the level of success of the process and learning outcomes of their students. In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, in the explanation of article 28 paragraph 3 point (a) it is stated that "pedagogic competence is "the ability to manage learning which includes: understanding of students, designing, implementing, evaluating learning outcomes and the development of students to actualize their various potentials.

Pedagogic competence can also be interpreted as the ability of teachers in learning management, at least including (1) Understanding of educational insights or foundations, (2) Understanding of students, (3) Curriculum/syllabus development, (4) Learning design, (5) Implementation of educational and dialogical learning, (6) Utilization of learning technology, (7) Evaluation of learning outcomes, and (8) Development of students to actualize their various potentials. With their pedagogic competence, teachers can produce practical learning activities (Surani & Mifthahudin, 2018). It can be said that academic supervision carried out to improve teacher pedagogic competence is obtained from good governance in supervision activities carried out by madrasa supervisors. It then led to the existence of academic supervision management activities carried out by madrasa supervisors. Supervisory management is shown to manage or regulate the implementation of education so that the quality of education can be achieved. Through academic supervision activities, supervisors and madrasah principals can carry out coaching activities for teachers to improve their competence and work professionalism (Nuridin, 2019).

The performance of supervisors in carrying out academic supervision is still not optimal. Based on observations made by the author in the city of Bandung, it can be seen that during this time, madrasa supervisors tend to carry out managerial supervision more than academic supervision. Curriculum renewal should be followed by efforts to increase supervisors' ability to guide teachers in carrying out the learning process following the demands of the curriculum and its supporting resources. The 2013 curriculum has made teachers required to design and implement constructive learning activities through interactive learning activities (Sutarman *et al.*, 2019). The curriculum as a component of education will be meaningless if the teachers who implement the curriculum are less competent due to a lack of guidance. It has motivated the authors to investigate further about managerial activities carried out by madrasah supervisors in carrying out academic supervision to improve the pedagogic competence of Madrasah Ibtidaiyah teachers in the city of Bandung. Two madrasahs are used as samples in this study, namely Madrasah Ibtidaiyah Negeri 1 and 2 in the city of Bandung.

The consideration of selecting research in these two state Islamic madrasah is because: (1) Madrasah Ibtidaiyah Negeri 1 Bandung City has school resources considered quite good, and (2) Madrasah Ibtidaiyah Negeri 1 Bandung City has school resources which are considered to be still minimal. Based on these differences, it is expected to provide an overview of the academic supervision carried out by each supervisor in improving the pedagogical competence of teachers

with the differences in the resources of each fostered madrasa so that it can provide an overview of the management of academic supervision of madrasah Ibtidaiyah supervisors at the Ministry of Religion of the City of Bandung.

Meanwhile, in general, the objectives to be achieved in this research are to study, analyze, and obtain an empirical picture of supervisory, academic supervision management in improving the pedagogic competence of Madrasah Ibtidaiyah teachers in Bandung. Specifically studied and analyzed, as well as obtaining an overview of (1) planning, (2) implementation, (3) evaluation, (4) problems faced, and (5) future improvement efforts for academic supervision of supervisors in improving pedagogic competence Ibtidaiyah madrasa teacher in Bandung.

Several studies are related to the author's research. First, Nani Mulyani's research entitled "Pengembangan Profesionalisme Guru pada MTsN 1 Serang melalui Peningkatan Kompetensi Profesional dan Pedagogik". The research aims to know the professional development of teachers at MTsN 1 Serang through increasing professional and pedagogic competence. The research uses a qualitative study with a case study approach (Mulyani, 2019). Second, research by Lili Gozali and Mumun Munawaroh entitled "The Implementation of Clinical Supervision in Improving The Quality of Learning at Al-Bahjah." His research aimed to know the implementation of clinical supervision in improving the quality of learning at Al-Bahjah school during the pandemic. The research uses a qualitative approach with a descriptive type of research (Gozali & Mumun Munawaroh, 2021). Third, Jamroh Latief and Nur Afifah Masruroh's research entitled "Kepala Madrasah sebagai Supervisor Akademik untuk Meningkatkan Kinerja Guru MTs N Donomulyo Kulonprogo". His research discusses the role of madrasah principals who act as academic supervisors to improve teacher performance at MTs Negeri Donomulyo Kulon Progo Yogyakarta. The research is qualitative research with data collection methods in non-participatory observation, interviews, and documentation (Latief & Masruroh, 2017).

Nani Mulyani's research with the author's research both examines pedagogic competence. The difference is that in Nani Mulyani's research, pedagogic competence is improved through teacher professionalism, while in the author's research, pedagogic competence is developed through academic supervision activities. Then the research of Lili Gozali and Mumun Munawaroh with the author's research also studied supervision. The difference is that Lili Gozali and Mumun Munawaroh focuses on studying clinical supervision, while the author's research focuses on studying academic supervision. Research conducted by Jamroh Latief and Nur Afifah Masruroh with research conducted by the author also examines academic supervision. The difference is that in the research of Jamroh Latief and Nur Afifah Masruroh, academic supervision was carried out on teachers in MTs, then in the author's research, academic supervision was carried out on teachers of Madrasah Ibtidaiyah.

Unlike the research above, this research is generally intended to study, analyze, and obtain an empirical description of the supervisory, academic supervision management in improving the pedagogic competence of Madrasah Ibtidaiyah teachers in two Madrasah Ibtidaiyah. There are MI Negeri 1 Kota Bandung and MI Negeri 2 Kota Bandung.

METHOD

This study uses a descriptive method with a qualitative approach. This method aims to examine, analyze, and describe the research results according to field facts. In this case, the author does not engineer the subject and object of research, so this research is descriptive-naturalist (Moleong, 2010). This research was carried out at Madrasah Ibtidaiyah MI Negeri 1 Bandung City and MI Negeri 2 Bandung City. The data collection techniques in this study were (1) interviews, (2) observations, and (3) documentation studies. Interviews went through the planning and implementation stages, where researchers conducted interviews with data sources (information/participants) that had been selected and then continued with member check

techniques. Data collection through interview/interview techniques is equipped with observational data and document data (triangulation). Observation techniques are used to collect data and information regarding material aspects and human behavior—documentation study by collecting data in relevant essential documents. Further research documents will be analyzed to enrich the data needed and related to the research focus (Sugiyono, 2010).

The data analysis process consists of data reduction, data presentation, and concluding. Data reduction is summarizing and selecting the main things that are important from the data and information of research results. Data presentation is displayed or presented in tables, graphs, images, and others to facilitate analysis. The conclusions is a decision-making process that leads to conclusions from research answers resulting from data collection through interviews, observations, and documented studies that have been carried out (Milles *et al.*, 2014).

RESULT AND DISCUSSION

Result

Based on the results of data collection, it can be seen that there are five activities carried out in the supervisory, academic supervision management in improving the pedagogic competence of Madrasah Ibtidaiyah teachers, including:

Planning for Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in the City of Bandung

Madrasah Ibtidaiyah Negeri 1 of Bandung City

From the results of interviews with the supervisors of Madrasah Ibtidaiyah Negeri 1 Bandung, it can be seen that the planning of academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers is carried out by preparing annual and semi-annual program plans. The annual program includes teacher development programs, teacher performance assessments, teacher professional guidance, and monitoring of learning management standards. While the semester program is related to madrasa program planning, achievement of learning standards, Syllabus Design, learning implementation plans, learning tools, and learning assessments.

The academic supervision program planned according to Madrasah Ibtidaiyah Negeri 1 Bandung aims to make teachers have pedagogical abilities, namely

1. concepts, principles, and fundamental theories of learning;
2. compiling a syllabus based on content standards, competency standards, and competencies basic principles;
3. selecting and using strategies, methods, learning techniques;
4. managing, maintaining, and using learning media and facilities;
5. utilizing learning information technology;
6. compiling criteria and indicators of learning success;
7. determining essential aspects of learning assessment;
8. performance in carrying out their main tasks and responsibilities;
9. utilizing the results of the assessment for learning improvement; and
10. conducting classroom action research.

The program is prepared jointly with the principal and teachers each year and then by the supervisor. The preparation of the program begins with analyzing the profile of the madrasa, compiling supervision instruments as needed based on the priority scale and the results of previous evaluations, formulating steps to solve learning problems and curriculum implementation, and making an agreement on a visit schedule.

From the results of interviews with the Head of Madrasah Ibtidaiyah Negeri 1 Bandung City, it can be seen that in planning the supervision program, school principals, teachers, and supervisors jointly prepare a supervision program at the beginning of the new academic year and the beginning of the even semester to combine the supervisory supervision program with the school supervision program following the annual work program and the madrasa semester work program. So, there is a relationship between supervisors and teachers. The relationship between supervisors and teachers exists because they both have duties and responsibilities in improving the quality of learning.

From the results of interviews with teachers of Madrasah Ibtidaiyah Negeri 1 Bandung, it can be seen that planning for academic supervision begins with preparing lesson plans and learning tools by reviewing the syllabus and lesson plans according to the 2013 curriculum at the beginning of the academic year and the beginning of the even semester which is used as an annual program and semester teaching and learning activities, arrange activities for internal supervision of schools and supervisors taking into account the time of class hours according to the stages, prepare teaching materials, prepare evaluations/assessments. Planning for teaching and learning activities is prepared in school meetings and special meetings between teachers and supervisors through meetings at the beginning of the year and in the middle of the semester with the guidance and direction of the supervisor.

Based on the observations, it can be seen that Madrasah Ibtidaiyah Negeri 1 Bandung City has adequate educational facilities and infrastructure and teachers who, on average, have academic qualifications of strata one and strata 2. It means that scientifically the teachers can ensure the creation of suitable learning quality. From the results of the documentation, it can be seen that the supervision program plan for Madrasah Ibtidaiyah Negeri 1 Bandung is guided by the supervision program of the Ministry of Religion of the city of Bandung for 2018-2019, which is compiled by containing aspects, objectives, indicators of achievement, supervision methods, activity scenarios, resources, assessments and instruments, and monitoring follow-up plans.

Madrasah Ibtidaiyah Negeri 2 of Bandung City

From the results of interviews with the supervisors of Madrasah Ibtidaiyah Negeri 2 Bandung, it can be seen that the planning of academic supervision programs in improving the pedagogic competence of madrasah Ibtidaiyah teachers includes three things, namely fostering teacher competence and professionalism, monitoring learning standards, and assessing teacher performance. Guidance is carried out to develop the quality of learning. Monitoring is carried out to monitor the implementation of school programs and their development; assessment or evaluation is carried out to evaluate the process and student learning outcomes.

Planning for academic supervision in improving the pedagogic competence of Madrasah Ibtidaiyah Negeri 2 Bandung teachers is carried out in a planned, measurable, and programmed manner by creating a madrasa monitoring and evaluation program which includes aspects of management, work quality/performance of teachers and staff are encouraged to improve. Moreover, in academic competence, teaching and assessment, understanding concepts, basic theoretical principles, character, and tendencies of development and teaching and learning processes.

The mechanism for preparing supervision program planning according to the Supervisor of Madrasah Ibtidaiyah Negeri 2 Bandung, namely, the program to be made must pay attention to priority needs, according to the rules, have a systematic and periodic monitoring mechanism for program implementation, make written programs, targets, and precise phasing for some time one year. They do this by selecting programs that have not been completed. Work programs that are made related to content standards, graduation processes, and assessment standards. The work program made is related to the needs of teachers in the field, so that the mentoring pattern refers to improving the quality of learning and improving teacher performance which can have an

impact on improving the quality of madrasah. The supervision program is arranged in an academic work plan, both annual and semester work programs.

From the results of interviews with the Head of Madrasah Ibtidaiyah Negeri 2 Bandung, it can be seen that the preparation of the academic supervision program involves madrasa supervisors, teachers, and assistants to the Head of Madrasa in their respective fields. They plan learning programs, organize subject matter according to the curriculum and subjects, carry out teacher training, assess teacher performance, evaluate teaching and learning activities, report the results of teaching and learning activities and teacher development.

From the results of interviews with teachers of Madrasah Ibtidaiyah Negeri 2 Bandung, it can be seen that supervision activities are planned together with the madrasa head and representatives and others, involving madrasa supervisors by discussing the preparation of supervision activities and school academic activities. The determination of the supervision program plan by involving the principal and madrasah supervisor is carried out because there are similarities in the main tasks and functions of supervisors, madrasa principals, and teachers in learning, namely making learning plan programs, providing guidance, and teacher development.

From the results of observations and documentation, it can be seen that Madrasah Ibtidaiyah Negeri 2 Bandung City has quite a good learning infrastructure and teachers who, on average, have academic qualification standards of strata one and strata 2, meaning that scientifically they have been able to guarantee the creation of quality learning.

Implementation of Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in the City of Bandung

Madrasah Ibtidaiyah Negeri 1 of Bandung City

From the results of interviews with the supervisors of Madrasah Ibtidaiyah Negeri 1 Bandung, it can be seen that academic supervision to improve pedagogical competence is carried out through monitoring, coaching, and assessing aspects:

1. Teacher's ability to plan, implement and assess learning
2. Teacher's ability to using media and learning resources and utilizing the learning environment
3. The ability of teachers to improve student learning outcomes
4. The ability of teachers to carry out learning in the laboratory and in carrying out learning in the field
5. The ability of teachers to carry out classroom action research
6. The ability of teachers to carry out learning renewal and enhance their professional competence
7. Teacher discipline in carrying out their duties as learning agents

After the observations are made, the supervisor then reflects. The steps in carrying out supervision according to the planned program include:

1. Identifying problems, analyzing problems, formulating problems along with problem-solving programs, and implementing problem-solving in fostered madrasah;
2. Guided by the supervisory guidelines that have been formulated at the level of the Bandung City Pokjawas management;
3. Conduct periodic supervisory work meetings;
4. Make annual, semi-annual, and monthly work program reports according to the academic work plan;
5. Conduct a SWOT analysis of the problems of the fostered madrasah and determine the priority scale needed by the fostered madrasah;
6. Compiling a school work team;
7. Make an annual and semester work program based on a SWOT analysis of the target madrasah.

According to the supervisor of MIN 1 Bandung City, in realizing the supervision program plan, he first communicated and coordinated with the principal, head of TU, or madrasa teachers to make visits to the madrasah and convey the purpose of the visit. The visit was to socialize the supervision program, analyze problems related to learning and find solutions to problems faced by the target schools, either directly through meetings at the school level or through the Pokjawas level. Coaching for teachers depends on needs, at least 2 (two) times in one semester with a duration of 30 minutes, and carrying out observations of teacher teaching and learning activities in class for one hour from start to finish, recording teacher activities starting from preliminary activities and ending the learning, then carried out improvement by conducting coaching and providing direct examples to the teacher.

From the interviews with the principal of MIN 1 Bandung City, it can be seen that academic supervision activities in improving the pedagogic competence of Madrasah Ibtidaiyah teachers are carried out by a team of madrasa supervisors and madrasa supervisors according to the planned schedule. Academic supervision activities by madrasah internal parties are generally carried out by monitoring the implementation of the learning process and making improvements based on the evaluation results. Before carrying out supervision activities, the supervisor confirms in advance to the teacher who will be supervised, carries out class visits when the learning process takes place, and makes related notes according to the instruments prepared.

From the results of interviews with MIN 1 teachers in Bandung, it can be seen that academic supervision is carried out by the madrasa and madrasa supervisors. Madrasah supervisors provide guidance related to learning and implementation of the 2013 curriculum. Teacher guidance starts from planning, implementing, and evaluating teaching and learning activities and conducting classroom observations. In preparing the syllabus and learning implementation plans, supervisors are directly involved and guided by visiting teachers when the learning process takes place in class and asking questions related to difficulties or obstacles to implementing the learning process and providing problem-solving solutions. At the same time, the assessment is carried out through questions and answers and filling out the instruments that the supervisor has prepared. Supervisors continuously monitor the development of learning activities either through direct observation or through communication with the principal and teachers.

Based on the results of observations and documentation studies, it can be seen that the supervisor of MIN 1 Bandung City has an instrument document of activities in the form of a Matrix of Supervision Methods and Techniques, both individual supervision techniques and group supervision techniques. In addition, supervisors have a visit schedule document and a report on the results of supervision/supervision in the form of monthly, semi-annual, or annual reports.

Madrasah Ibtidaiyah Negeri 2 of Bandung City

From the results of interviews with supervisors of MIN 2 Bandung City, it can be seen that academic supervision in improving the pedagogic competence of Madrasah Ibtidaiyah teachers is carried out through monitoring teacher teaching and learning activities fostering teacher competence and assessing teacher performance. Supervision of the academic field through supervision in its implementation starts from identifying the problems of the target schools according to the academic supervision program that the supervisor has prepared. Problem identification is carried out at the beginning of each semester together with the principal and teacher. Academic supervision programs to improve teacher pedagogic competence in their implementation are jointly prepared with school programs according to the vision, mission, curriculum, and supervisory programs, including: (1) formulating madrasa programs, (2) determining learning standard targets, (3) preparing implementation plans learning, (3) compiling learning and assessment tools, (4) making teacher coaching schedules, (5) carrying out

supervision, (6) evaluating teacher performance, (7) evaluating activities, (8) reporting the results of activities.

According to the supervisor of MIN 2 Bandung City, the program is used as a guide in implementing academic supervision, guidance, and assessment of teachers according to the assisted madrasah carried out every month, semester, and end of the year to become a report on the performance of supervisors and teachers as well as program achievements to be followed up in the following year. These programs are arranged by madrasah in the form of annual programs and semester programs. Problem analysis is carried out first with the target schools to facilitate supervisors in taking action and grouping problems so that problems are obtained that must be monitored, assessed, and fostered. From the results of interviews with the Head of MIN 2 Bandung, it can be seen that the supervision activities carried out by supervisors are not optimal. Visits by supervisors are carried out only once when planning supervision at the beginning of the year. Then the supervisor visits once a semester to supervise the teacher at the beginning of each semester to monitor the teacher's learning process.

From the results of interviews with MIN 2 Bandung teachers, it can be seen that the supervisor conducts coaching and class observations once a semester. Guidance on planning teaching and learning activities is carried out at the beginning of each semester in conjunction with the preparation of school programs in general or through special teacher meetings. In the meeting, the supervisor gave directions related to techniques, learning methods according to the curriculum, and student competency standards that must be achieved, although not in detail related to solving learning problems teachers face. The preparation of lesson plans is left to each teacher and rarely provides problem-solving solutions, especially the implementation of 2013 curriculum learning with a scientific approach. Guidance by supervisors through supervisory activities is undoubtedly constructive for teachers if it is carried out intently or more often and solves problems together, especially concerning the preparation of lesson plans and the implementation of 2013 curriculum learning.

Based on the results of observations and documentation studies, it can be seen that the supervisor of MIN 2 Bandung City has a semester program document of supervision activities in the form of a Matrix of Supervision Methods and Techniques, both individual supervision techniques and group supervision techniques. In addition, the supervisor has a visit schedule document and a report on the results of supervision in the form of monthly, semi-annual and annual reports.

Evaluation of Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in the City of Bandung

Madrasah Ibtidaiyah Negeri 1 of Bandung City

From the results of interviews with supervisors of Madrasah Ibtidaiyah 1 Bandung, it can be seen that the evaluation of academic supervision of teachers is related to the implementation of content standards, process standards, and graduate standards, as well as the inhibiting factors. The evaluation is carried out jointly with the madrasa head and teachers from planning, implementation to learning assessment, then evaluating learning tools at the beginning of each semester in conjunction with the preparation of school/madrasa academic activities. The evaluation of academic activity planning includes the readiness of teachers related to their lesson plans and syllabus, the methods used and the learning materials taught, and other tools used in teaching and learning activities according to the 2013 curriculum.

Evaluation is carried out directly by looking at and paying attention to teacher performance indicators, including:

1. the ability to plan and prepare for teaching,
2. mastery of the material to be taught to students,

3. mastery of teaching methods and strategies,
4. giving assignments to students,
5. the ability to manage classes and the ability to conduct assessments and evaluations.

From the results of interviews with the head of MIN 1 Bandung City, it can be seen that the evaluation of the supervisor's academic supervision is carried out at the end of the beginning of the semester as well as in the context of preparing for academic activities for the current academic year by the school and also by the supervisor together, both at the time of the teacher's teaching and learning activities and the results of the assessment of student academic activities. Evaluation by schools and supervisors in academic activities concerns the teacher's ability to plan lessons such as compiling syllabus and lesson plans and teaching materials, learning tools, and activities to improve teachers' ability by referring to the results of student academic achievement.

From the results of interviews with MIN 1 teachers in Bandung, it can be seen that the evaluation of academic supervision is carried out by teachers and also by supervisors, both during teaching and learning activities and the results of student academic assessments. In addition, the supervisor conducts an assessment in the form of a questionnaire according to the instrument prepared by the supervisor. However, sometimes it is not optimal in providing feedback or providing solutions to problems faced by teachers in carrying out the teaching and learning process for various reasons, especially the implementation of the 2013 curriculum with a scientific approach regarding methods, techniques, and school support in providing appropriate learning with a variety of student characters.

Madrasah Ibtidaiyah Negeri 2 of Bandung City

From the results of interviews with MIN 2 supervisors in Bandung, it can be seen that the evaluation of academic supervision activities in improving the pedagogic competence of madrasa teachers is following the supervision program on the implementation of content standards, process standards, graduate standards, and assessment standards according to the 2013 curriculum. Involving teachers with learning planning guidelines that are used such as learning implementation plans and learning tools, assessment and student academic results which are the benchmarks for learning success and supervision programs that are supported by the results of direct supervision of the learning process, both by the madrasa supervisor team and direct results supervisors when conducting class action visits even though some programs have not been achieved because the ability of teachers to carry out the teaching and learning process lacks the support of madrasah resources.

From the results of interviews with the Head of MIN 2 Bandung City, it can be seen that the evaluation of academic supervision activities carried out by supervisors has not been maximally carried out. However, the evaluation results are used as the basis by madrasah to improve learning activities that are still weak. The material used as the basis for evaluating is the final result of students' academic achievement and the teacher's form of a questionnaire compared to evaluation and problem-solving in the teaching and learning process.

From the results of interviews with MIN 2 Bandung teachers, it can be seen that the evaluation of academic supervision by madrasa supervisors is seen from the results of student scores in the form of reports on student academic achievement and activities carried out. In conducting academic evaluations, supervisors provide an assessment format in the form of a questionnaire to assess the teaching and learning activities carried out and the achievement of graduate standards. Lack of coaching and solving learning problem solutions makes it challenging to carry out a good learning process according to the 2013 curriculum that is now enforced.

Problems of Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in Bandung City

Madrasah Ibtidaiyah Negeri 1 of Bandung City

From the results of interviews with the supervisors of MIN 1 Bandung City, it can be seen that the problems faced in carrying out academic supervision include: (1) The existence of other teacher activities besides teaching with the asynchronous time agreed upon by the supervisor and teacher in supervising class actions and coaching. (2) Minimal travel budget allocations paid by the ministry of religion to supervisors. Not following the distance traveled and the number of fostered madrasahs. (3) Local government/Ministry of Religion policies do not support improving the quality of learning

From the results of interviews with the head of MIN 1 Bandung, it can be seen that the problems faced in carrying out academic supervision include: (1) Teacher Collective Activities and subject teachers' meetings that have not been carried out optimally. (2) The teacher has other activities that conflict with the activities when the supervisor is coaching. (3) Supervision programs for supervisors and madrasah are sometimes not synchronized in their implementation. (4) The process of implementing competency development has not been effective. (5) The implementation of coaching for fostered madrasah is sometimes inappropriate because it is situational/because other activities are hindered cannot be carried out for the appropriate period. (6) Some teachers have not realized learning standards, especially for the 2013 curriculum.

From the results of interviews with MIN 1 teachers in Bandung, it can be seen that the problems faced in the implementation of academic supervision include: (1) Lack of guidance from supervisors who are formally scheduled two times in 1 semester even though communication is still running with many problems improving the quality of learning. (2) Insufficient follow-up from supervisors and schools in solving problems in the implementation of learning according to learning standards. (3) Less than optimal teacher competency development activities.

Madrasah Ibtidaiyah Negeri 2 of Bandung City

From the results of interviews with supervisors of MIN 2 Bandung City, it can be seen that the problems that become obstacles to the achievement of the academic supervision program are several things, including (1) Lack of teacher motivation to improve competence in carrying out primary tasks and functions, including the use of methods, or proper technique. (2) Madrasah management is not good in carrying out educational and learning activities. (3) Efforts to implement the 2013 curriculum learning are less than optimal and even still oriented to implementing teaching and learning activities according to the educational calendar. From the results of interviews with the head of MIN 2 Bandung City, it can be seen that the problems faced in improving teacher competence through academic supervision of supervisors include: (1) The lack of supervisor support to supervise and develop teacher competence. (2) Teacher competence is still weak in the field of technology. (3) The teacher has teaching activities in other places so that time is limited. (4) Teacher Collective Activities, subject teachers' meetings that have not been implemented optimally. (5) Lack of coordination and communication between supervisors and teachers in the implementation of supervision activities.

From the results of interviews with MIN 2 teachers in Bandung, it can be seen that the problems faced in improving the pedagogic competence of teachers include: (1) lack of guidance from supervisors, especially for 2013 curriculum implementation, supervisors only provide direction during visits. (2) Lack of guidance from supervisors according to the formal schedule, i.e., two times in 1 semester, and in reality, it does not work. (3) the absence of follow-up on teacher problem-solving in teaching and learning activities, both from the madrasa level and from the supervisor.

Future Improvement Efforts for Academic Supervision of Supervisors in Improving the Pedagogic Competence of Madrasah Ibtidaiyah Teachers in Bandung City

Madrasah Ibtidaiyah Negeri 1 of Bandung City

Improvement efforts made by the supervisor of MIN 1 Bandung City in overcoming problems of increasing teacher competence through the supervision program, namely improving communication with teachers and madrasah principals regarding subsequent supervision activities, rearranging the supervision program to conduct coaching with madrasah principals and teachers through meetings at the beginning of the semester according to the priority scale, encouraging teacher competency development activities through KKG, MGMP or IHT, adjusting the schedule of visits with teachers, and guiding and providing examples to teachers in preparing learning implementation plans and implementing learning activities, trying to show performance and role models in implementation of tasks, so that it is hoped that it will have an impact on teacher motivation, sharing information with the Head of the Ministry of Religion or the local government in achieving national education goals. Supervisors try to conduct reflection either through discussions with the principal or discussions with teachers.

Efforts made by the head of MIN 1 Bandung City in improving teacher pedagogic competence are by encouraging teachers to improve competence through teacher forum activities, looking for references from the internet or scientific works and others, building collaboration with madrasa supervisors to communicate more intensely with teachers. Teachers and seeks to provide for the needs of teachers related to the implementation of the teaching and learning process by maximizing the existing budget. Efforts made by MIN 1 Bandung City teachers to overcome problems in the implementation of the teaching and learning process are by adopting other learning implementation plans to be used as references for teaching and learning activities, communicating with supervisors outside the formal visit schedule, exchanging opinions with other teachers, and carrying out activities teaching and learning by maximizing available school resources.

Madrasah Ibtidaiyah Negeri 2 of Bandung City

Efforts made by the supervisor of MIN 2 Bandung City to overcome problems in improving teacher pedagogic competence are by reviewing program achievements based on school report cards, analyzing the results of teacher performance assessments and student learning achievements, conducting discussions with the Pokjawas team to find problem-solving solutions, and compiling the re-supervision program in the context of improving teacher competence and quality of learning, emphasizing principals and teachers to actively participate in competency improvement and development activities, whether carried out by madrasas, the Ministry of Religion, or by internal teachers.

Efforts made by the head of MIN 2 Bandung City in overcoming the problem of increasing teacher pedagogic competence are by conducting better academic supervision, allocating budgets related to teacher needs in carrying out the teaching and learning process, encouraging teachers to be active in MGMP, IHT, workshops and other activities, and increasing collaboration with supervisors to provide better guidance, especially for the implementation of the 2013 curriculum and finding appropriate learning methods and techniques. Efforts made by MIN 2 Bandung City teachers in overcoming the problem of obstacles to the implementation of the teaching and learning process are by looking for references to several scientific approach learning designs according to subjects, conducting discussions with fellow teachers in IHT activities, being active in MGMP activities and other activities and looking for suitable learning methods varied.

Discussion

Planning for Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in the City of Bandung

Planning for academic supervision of State Madrasah Ibtidaiyah teacher supervisors in improving the pedagogic competence of teachers in the City of Bandung is planning for coaching, monitoring, and assessment activities by madrasah supervisors to improve teacher competence in carrying out their duties as learning agents according to national education standards to improve the quality of madrasa education. . The planning process is carried out by involving the madrasa. The involvement of the madrasah in the preparation of plans can lead to a standard view related to the objectives and strategies of supervision (Kotirde & Yunos, 2015). This standard view will be needed to implement academic supervision activities carried out collaboratively between the supervisor and madrasah.

Academic supervision activities, in principle, are supervisors' assistance to teachers to solve problems related to the implementation of teaching and learning activities that are not following the demands of learning and curriculum and the graduation of students who do not meet graduation standards. Therefore, the academic supervision of madrasah teachers in the city of Bandung requires careful planning, appropriate procedures or steps as well as an agreement between the school to be fostered and the supervisor in carrying out the supervision program through an agreement on the schedule of activities by referring to the standard of supervision policies, both national and the Ministry of Religion of the City of Bandung. Before carrying out the coaching, the supervisor must prepare a plan by compiling supervision programs, both monthly programs, semester programs, and annual programs.

The coaching program is in the form of annual work programs, semesters that include managerial coaching work programs and academic coaching work programs (which focus on teachers and learning), monitoring programs, coaching programs, and assessment programs. Compiled is an individual, joint annual work program and an individual semester work program. The duration of the coaching work program is one year or (two semesters), namely odd semesters and even semesters. The academic development work program is closely related to academic supervision, which includes developing professional improvement and teacher performance. The target of coaching is teachers at the targeted madrasah, so it is hoped that the quality of learning will be measured and assessed, complementing the learning tools that must be prepared as a guide for teachers in teaching. The results of other studies show that coaching activities carried out by institutional leaders and official parties can contribute to strengthening teacher motivation in teaching (Gibbons & Cobb, 2017).

Implementation of Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in the City of Bandung

Implementation in management is a process in action to achieve organizational goals based on programs, procedures, and costs that are planned and developed to realize various strategic steps. Implementation in management is to bring planning and organization into real action, and all resources are involved in the process to achieve common goals. Implementation in management is a form of action from planning and organizing. All resources involved carry out a process to achieve goals. The study results indicate that careful planning can lead to success in the implementation of a program that leads to the achievement of the goals that have been set (Yaghtin *et al.*, 2020).

Coordination between supervisors and fostered madrasah in the implementation of academic supervision is, of course, essential considering that both of them are equally obliged to carry out government duties which each other must understand and carry out these tasks in line with national education goals and national standards for managing education and learning

activities in order to achieve quality education, by supporting and understanding each other through good coordination and communication regarding monitoring programs that must be implemented. For this reason, supervisory steps in the implementation of academic supervision must go through.

Preliminary activities through meetings between supervisors and stakeholders in the fostered madrasah in order to socialize and coordinate programs, both supervisory programs and madrasah in the academic field as well as to create a family atmosphere, agreement regarding supervision targets, strategies, instruments, and benchmarks,

1. Jointly planning academic activities and problem-solving solutions,
2. Implementing activities, both coaching, monitoring and evaluating teacher performance, and
3. They are conducting a joint analysis on program results.

Implementation of supervision in improving the pedagogic competence of teachers in the city of Bandung in the process, supervisors received proper legal support from the Ministry of Religion of the city of Bandung to carry out their duties for the fostered madrasah in the form of decrees and official travel letters for each supervisor to carry out supervision. The decision letter and official travel letter are the provisions for supervisors in carrying out their duties to provide guidance, monitoring, and assessment of teachers by taking steps including (1) conducting a SWOT analysis of the fostered madrasah, (2) compiling a school-level work team, (3) make annual and semester work programs based on the results of a SWOT analysis of the problems of the fostered madrasah. (4) conduct periodic supervisory work meetings, (5) make work program reports according to the Academic work plan.

For the implementation of academic supervision to run effectively, the skills, concepts, and techniques of a madrasa principal are needed. Thus, supervisors must possess and master the concept of academic supervision, namely the meaning, objectives and functions, principles, and techniques of academic supervision. *Supervision* is a coaching activity planned to assist educators and education personnel in carrying out their work effectively. While systemically in education, supervision is coaching in the form of guidance or guidance towards improving the educational situation in general and improving the quality of teaching and learning in particular.

The steps made by madrasa supervisors in Bandung City to make improvement efforts are to identify existing problems so that supervisors and madrasah can jointly implement improvement programs based on a priority scale. In learning activities, coaching, monitoring, and assessment carried out by supervisors on teachers are:

1. preparation of planning, implementation, and assessment of learning,
2. use of media and learning resources and utilization of the learning environment,
3. improvement of student learning outcomes,
4. classroom action research,
5. learning renewal and enhancing teacher professional competence,
6. improving teacher discipline in carrying out their duties as learning agents. Supervision is carried out through individual and group techniques.

Then in-class observation, supervisors are guided by the instruments that have been prepared regarding:

1. the material studied by students, their validity to educational goals, benefits, interests, and values for students;
2. the teacher's efforts to motivate students to learn, the techniques and methods applied;
3. the teacher's efforts in finding, diagnosing, and correcting students' learning difficulties; and
4. learning outcomes assessment instruments.

The implementation of academic supervision programs in improving the pedagogic competence of madrasah teachers in the city of Bandung is built through communication and coordination with madrasah principals and teachers, as well as program implementation

mechanisms through meetings at the beginning of the new academic semester as well as evaluating and preparing future madrasa programs and supervisors according to teacher needs and unification of joint programs. The supervision carried out by the Bandung City supervisor for madrasah and teachers is essentially the implementation of teaching and learning activities according to learning standards on the implementation of the 2013 curriculum with a scientific learning approach by providing assistance and coaching starting from the preparation of lesson plans, preparation of learning tools, preparation of an assessment of learning outcomes, conducting classroom observations, and assessing teacher performance through a questionnaire.

The implementation of academic supervision in the city of Bandung is following the policies of the Ministry of Religion of the city of Bandung. Academic supervision is planned two times in one semester to conduct direct coaching and monitoring to madrasah. The guidance is related to the development and improvement of teacher competencies starting from the preparation of learning plans according to the 2013 curriculum, conducting supervision in the implementation of the learning process, compiling student assessment instruments, conducting coaching through teacher involvement in MGMP, PKG, IHT, workshops, and other activities, as well as conducting teacher performance assessments through a questionnaire that each supervisor has compiled.

In the implementation of academic supervision, it was found that there was a lack of cohesion between supervisors and madrasah. Of course, this will affect the effectiveness of the program and the success of achieving academic supervision programs. However, academic supervision activities, which are intended to foster teachers, can be carried out correctly. *Supervision* is a coaching effort carried out to get an improvement (Ika, 2015). Teacher coaching is an attempt to solve the problems faced in carrying out the learning process. The coaching is carried out in order to improve.

In the context of supervision, the dimension of improvement is more emphasized than the dimension of assessment. Human development is processed to change and increase in terms of education, attitudes, and skills possessed. Teachers who have a good perception of coaching will teach well. In addition to coaching carried out by madrasa supervisors, another thing that can affect the quality of teacher teaching is school culture. The results of other studies show that school culture can support the creation of an increase in the ability of teachers to teach (Flores, 2004).

Evaluation of Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in the City of Bandung

Evaluation is an essential part of management to measure the achievement of program implementation that has been planned and organized and is carried out through supervision so that the evaluation results can show the achievement between planning and results, can identify problems with program non-achievement, and can be used as a basis for taking the next improvement steps through good problem analysis according to objective facts. Supervision planning that has been prepared can be used as a basis for conducting evaluations. The evaluation will assess the suitability between the academic supervision plan and the implementation of academic supervision. Thus, in evaluation, planning has a position as a means of control (Moreira *et al.*, 2019).

The success or failure of the objectives of an academic supervision program certainly depends on human resources, both supervisors and those who are supervised, resources, infrastructure, policies, and procedures adopted. Human resources are an essential element for achieving the objectives of the monitoring program. Supervisors as coaches and supervisors are indeed required to carry out their duties as supervisors so that the objectives of the academic supervision program can be achieved.

Evaluation of academic supervision in improving the pedagogic competence of Madrasah Ibtidaiyah teachers in Bandung is carried out through self-evaluation at the supervisory working group and Madrasah levels. The supervisory working group team is a team at the Bandung City Ministry of Religion level to supervise the fostered madrasah. It makes the evaluation very important to measure the performance of assigned supervisors and to evaluate program achievements. Meanwhile, evaluation at the madrasah level is also critical to measure the success of academic supervision activities and to diagnose supporting and inhibiting factors in the implementation of academic supervision. Evaluation through these two elements can be used as a basis for evaluating program achievements so that they can find the root of the problem. In the context of supervision activities, problems and root causes are very important to be studied. It is because the implementation of supervision can be initiated or based on the problem's existence and the root of the problem (Veloo *et al.*, 2013).

Academic supervision is carried out to foster and monitor and assess the achievement of learning management standards. That is why the evaluation of academic supervision focuses on evaluating the program of coaching, monitoring, and assessing teacher performance by referring to learning management standards. Then the evaluation of teachers is related to the implementation of content standards, process standards, graduation standards, and learning assessment standards based on the 2013 curriculum.

The success indicator of the academic supervision program in the implementation of learning activities is if the teacher can demonstrate: (1) ability in making lesson plans, (2) mastery of subject matter, (3) mastery of teaching methods and strategies, (4) ability in assigning assignments -assignments to students, (5) ability in class management, assessment, and evaluation, and (6) students' academic achievement increases. Student academic achievement is a supporting factor to assess the success of supervisors in carrying out coaching, as well as the success of madrasa principals and teachers in carrying out learning because there are other factors besides this, namely the process of teaching and learning activities, and can be achieved through careful learning planning, the carrying capacity of learning tools, the use of methods, models or techniques of teachers in the teaching and learning process as well as a good assessment regarding aspects of students' attitudes, knowledge, and skills.

In order for evaluation activities to take place optimally, a supervisor must have four components of ability, namely

1. understanding the substance (indicators) of the performance to be assessed,
2. having standards and compiling assessment instruments,
3. collecting facts and data analysis, and
4. make a final decision or conclusion.

Then at the evaluation stage, supervisors should try to

1. reflect on the abilities of school principals, teachers, staff, and student competencies;
2. organize more effective learning by constantly conducting internal evaluations;
3. See the fluctuations in the number of school principals and teachers who excel in carrying out their main tasks and functions, reflecting the community's quality and view as consumers.

The visualization is formulated through mental activity in the form of public trust in the quality of the school so that it has an impact on the quality of the graduates produced. This public trust needs to be maintained so that the quality of education can be maintained (Segoro, 2013).

Problems of Academic Supervision of Supervisors in Improving Pedagogic Competence of Madrasah Ibtidaiyah Teachers in Bandung City

The field of education will continue to develop according to the times that move dynamically in complexity. It makes education an object that is often discussed. Commonly

discussed issues such as the education budget, teacher competence, and professionalism, and facilities and infrastructure are linked to government policies. The supervision issue also does not escape the discussion, such as academic supervision in a madrasah in Bandung.

The problems that hinder implementing the academic supervision program for Madrasah Ibtidaiyah teachers in Bandung City come from internal and external supervisors. Problems from internal supervisors include those related to the competence and professionalism of supervisors' work, coordination and communication, supervisors' workload, and the imbalance between the number of supervisors and the teachers they supervise. Admittedly or not, this imbalance will cause problems in less effective and efficient academic supervision activities carried out by supervisors (Zoulikha, 2014). At the same time, external factors are related to teacher motivation, coaching support from other activities, asynchronous program implementation, government support, and madrasa management. These problems are obstacles in efforts to improve the quality of Madrasah Ibtidaiyah in the city of Bandung in fostering and increasing teacher competence through supervision programs. All parties involved in implementing the supervision program must understand that an educational program can be appropriately implemented when there is an underlying policy (Wiyani, 2020).

The competence and professionalism of supervisors are essential. With this competence and professionalism, supervisors can carry out their duties and functions correctly. A supervisor should also have more value than those supervised, both scientifically and seriously, in improving the quality of learning in madrasah. Weak supervisor competencies and supervisor professionalism will undoubtedly have a less than optimal impact on achieving the objectives of the academic supervision program (Trivellas & Reklitis, 2014).

Communication and coordination as a supervisor are also essential to build a harmonious relationship and mutual understanding with teachers and madrasah principals. Academic supervision programs can run well if both parties understand and accept each other. It can be created from a harmonious relationship. Disharmony can make it difficult for supervisors to carry out academic supervision programs. That is why the lack of coordination and communication between supervisors and madrasah is one of the factors that cause the implementation of academic supervision programs to be less than optimal. The workload that is too dense for supervisors will also certainly affect the optimization of the achievement of the supervision program. The activities of supervisors outside of their duties and functions will impact the lack of maximum guidance carried out by supervisors to teachers through the academic supervision program that has been planned together.

External problems of supervisors will also undoubtedly impact the achievement of the academic supervision program even though the supervisors are ready to carry out their duties to the maximum. Teacher motivation, coaching support from other activities, asynchronous program implementation, government support, and madrasa management can affect program implementation and outcomes. It is where the Ministry of Religion of the city of Bandung plays its role in dealing with these problems through the formulation of policies that lead to handling problems related to teacher development.

Other weaknesses that become obstacles in carrying out the duties and functions of supervisors include the absence of solid cooperation between supervisors in carrying out coaching, information obtained by teachers from supervisors is sometimes unclear and overlapping, uneven knowledge and experience in leading madrasah, the absence of synergy between components, both madrasah and supervisors and the division of tasks in the fostered madrasah is not yet optimal. For this reason, supervisors need to conduct deliberations with all parties so that there is no misunderstanding by coordinating and communicating intensely. Supervisors can use the results as training material.

There are still many problems in implementing the academic supervision program, which indicates that the supervisor is not yet fully competent in carrying out their duties. There are still supervisors in madrasah who are more focused on fostering and cultivating work discipline following government regulations. Supervisors are also trapped in a routine of administrative work that can turn off the motivation to generate new ideas creatively in conducting teacher training. As a result, not all madrasa supervisors can create challenging situations and stimulate teachers to give birth to new concepts in organizing creative and innovative learning activities. The results of other studies show that challenges are needed to produce various innovations in learning activities. Challenges can be a stimulus for teachers to innovate learning (Engeström & Sannino, 2010).

Future Improvement Efforts for Academic Supervision of Supervisors in Improving the Pedagogic Competence of Madrasah Ibtidaiyah Teachers in Bandung City

Efforts are steps taken by institutional or personal units in solving a problem according to the problems that become obstacles or obstacles to achieving goals. Problems encountered in implementing the academic supervision program in improving pedagogic competence are sourced from internal and external supervisors. In this case, efforts to overcome problems or obstacles to implementing the madrasa teacher academic supervision program include the following:

First, rearranging the supervision program plan. Supervision programs are prepared at the Pokja and Pokja levels, based on program evaluation results and determination of corrective actions based on a priority scale following the capabilities of the madrasah. Preparation of a supervision program carried out by supervisors to focus on the current condition of the fostered madrasah and future conditions systemically and comprehensively by looking at previous conditions, by developing a realistic vision, mission, goals, and strategies, as well as programs developed. In order for coaching to be carried out effectively and efficiently, it is necessary to pay attention to the following principles:

1. Practical, meaning that it can be done according to existing situations and conditions.
2. Functional, meaning that coaching can serve as a source of information for education management and learning improvement teaching.
3. Relevant, meaning that the implementation of coaching should be appropriate and support the application implementation.
4. Scientific means that coaching must be carried out systematically, programmed, continuous, objective, and using valid and reliable procedures and instruments.
5. We based, namely: democratic decision-making, cooperative between supervisors and principals or teachers, constructive and creative in coaching.

Second, improve the competence of supervisors. From a management point of view, supervisory professional development is an activity that should be carried out by supervisors together with other stakeholders to apply science, technology, and skills to improve the quality of education through increasing the professionalism of supervisors. Third, make a supervisor's work report. Work reports can provide an assessment of the performance and professionalism of supervisors and can encourage the professionalism of supervisors in carrying out their duties. Professional development of supervisors' work requires attention and individual and collective awareness to involve themselves in professional development activities intensely. That is why supervisors need to intensify the functions of supervisory, professional organizations to develop their supervisory competencies (Lambert *et al.*, 2010). Fourth, improve good relations between supervisors and the madrasah they foster so that the educational supervision process to improve teacher pedagogic competence can be carried out optimally in harmonious working relationships. A good relationship between the supervisor and the madrasa can be established when the supervisor has strong social competence and solid personality competencies (Erginer & Ateş, 2009).

CONCLUSION

Based on the results and discussion in this study, it can be concluded that: first, the planning for academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers consists of general programs and supporting programs related to the program of coaching, monitoring, and assessing teacher performance compiled by the supervisory work team. Second, the implementation of academic supervision of supervisors in improving the pedagogic competence of madrasah Ibtidaiyah teachers is formulated with the fostered madrasah through meeting activities at the beginning of each new school year to carry out coaching, monitoring, and assessing teacher performance. However, the implementation of the supervision program has not run optimally; some supervisors only supervise administratively, do not carry out coaching, mentoring, and monitoring according to the planned schedule, and the lack of synergy between supervisors and fostered madrasah, so that the supervision program has not had a significant influence on teacher competence. Third, the evaluation of academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers is carried out through self-evaluation at the supervisory working group level and the madrasah level. Fourth, problems in the academic supervision of supervisors in improving the pedagogic competence of Madrasah Ibtidaiyah teachers come from internal and external supervisors. Fifth, future efforts to improve academic supervision of supervisors in improving the pedagogic competence of madrasah Ibtidaiyah teachers are to develop programs taking into account the abilities of supervisors and madrasah, increase supervisor competencies, provide rewards and punishments, and improve relations with madrasah.

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