

SUPERVISION OF THE HEAD OF MADRASAH IN IMPROVING THE PROFESSIONALISM OF TEACHERS AT THE THAWALIB TANJUNG LIMAU ISLAMIC BOARDING SCHOOL

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ABSTRACT

The purpose of this study is to describe how the principal of This study is to describe how the principal of the school as a supervisor in improving and balancing the professionalism of teachers at the Thawalib Tanjung Limau Islamic Boarding School. as a supervisor in improving and balancing the professionalism of teachers at the Thawalib Tanjung Limau Islamic Boarding School. The methods used in conducting this study are qualitative descriptive methods based on observations of the principal and researchers. used to carry out this research is a qualitative descriptive method based on observations of the principal and researchers. research findings show that the role of the supervisor as a supervisor is actually carried out legally by carrying out various tasks, such as organizing academic supervisors, implementing academic supervision, and evaluating academic supervisors. the role of the supervisor as a supervisor is actually carried out legally such as by carrying out various tasks such as organizing academic advisors, implementing academic advisors, and evaluating academic advisors supervisors. Improving the supervisor's ability to supervise the ability by providing guidance to teachers in using learning media, providing opportunities for students to practice reading and writing, and so on. supervising students by providing guidance to teachers in using learning, allowing students to practice reading and reading and writing, and so on.

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1. INTRODUCTION

Supervision by the madrasah principal has become a very important element in improving teacher professionalism in Islamic educational institutions. In facing the dynamics of educational development and the demands of modern society, it is important for the madrasah principal to ensure that the teachers under his supervision remain relevant, skilled, and competent in carrying out their duties as educators. Improving teacher professionalism is not only related to mastery of subject matter, but also includes skills in designing interesting learning, implementing innovative teaching strategies, and managing classes effectively. In this case, the supervision of the madrasah principal becomes a vital bridge between the leadership vision and teaching practices in the classroom (Mia & Sulastri, 2023).

Supervision of the madrasah principal involves a series of activities designed to support the professional development of teachers, ranging from direct observation of classroom learning, providing constructive feedback, to guidance in planning and implementing effective learning. Through planned and ongoing supervision, teachers can identify strengths and weaknesses in their teaching practices, and receive the support needed to improve the quality of teaching. In this context, the role of supervision of the madrasah principal in improving teacher professionalism will be explained in detail. This will include an in-depth

understanding of the concept of supervision, strategies for implementing effective supervision, and the positive impacts expected from ongoing supervision practices. Thus, it is hoped that this article can provide better insight into how supervision of the madrasah principal can be a driving force for improving the quality of Islamic education through ongoing teacher professional development. (Lazwardi, 2016) .

Researchers in conducting research use qualitative methods as a program of this research. And the results will provide data in descriptive form in the form of words and various source languages. The reason why researchers choose this method is because the problems to be observed are related to several cases. The information obtained in this study is in the form of several paragraphs, and archive data. In seeking information, researchers go directly to the location to seek information in as much detail as possible depending on the problems that researchers are doing. The data sources in this study are the head of the leadership, educators, and students. Furthermore, information is collected through interviews, observations, and documentation such as pictures, and other references (Ariyani, 2017) .

Although supervision of madrasah principals has been a frequently discussed topic in Islamic education literature, there is a gap in research that highlights the relationship between supervision effectiveness and the level of teacher professionalism improvement holistically. Most previous studies have focused more on the technical aspects of supervision, such as the method of supervision or the frequency of supervision implementation, without delving deeper into how a collaborative and individual-centered supervision approach can affect their motivation and performance outcomes in a sustainable manner. In this context, this study offers novelty by exploring how supervision of madrasah principals can be strategically implemented to encourage reflective learning among teachers, which ultimately contributes to the transformation of the quality of Islamic education. This article also enriches the discussion by using qualitative methods to explore the direct experiences of madrasah principals, teachers, and learners, which provides a more in-depth and contextual perspective on supervision practices in the field.

2. RESEARCH METHODS

This study uses a qualitative research method with a literature study approach. The research method with a literature study approach is a data collection technique by reviewing books, journals, and articles. This study produces data obtained from observations around the Thawalib Tanjung Limau Islamic Boarding School. Qualitative research methods are often also called naturalistic research because the research is conducted in a naturalistic manner. This study uses a qualitative method by taking data through interviews, observations, and documentation to obtain accurate data. (Sugiyono, 2016) .

2.1 Research Design

This research was designed as a qualitative study with a literature study and field observation approach. Literature study was conducted to understand relevant theories, by reviewing literature sources such as books, scientific journals, and articles related to the focus of the research. This approach provides a strong conceptual foundation before field data is collected. On the other hand, field research was conducted naturally to capture social reality at the Thawalib Tanjung Limau Islamic Boarding School. The combination of these approaches provides an opportunity to understand the phenomenon from two sides: a structured theoretical perspective and empirical data taken directly from the field. In addition, this study applies triangulation techniques to ensure the validity and reliability of the data. Triangulation is done by comparing the results of interviews, observations, and relevant documents. This approach allows researchers to identify patterns, themes, and meanings from the data that has been collected as a whole.

2.2 Participants

Participants in this study involved individuals who had a direct relationship with the Thawalib Tanjung Limau Islamic Boarding School, including the boarding school administrators, students, and the surrounding community. The participants were selected using a purposive sampling technique, which aims to select subjects who are considered to have information relevant to the research objectives. The boarding school administrators were selected as participants to understand the policies, visions, and learning practices applied in the boarding school environment. Meanwhile, students as the main subjects of the study provided insight into their learning experiences, including how they responded to the educational values applied. The surrounding community was involved to gain an external perspective regarding the boarding school's contribution to the surrounding social environment. The number of participants was not determined rigidly, because qualitative research prioritizes data depth over sample size.

2.3. Measurement

Data measurement in this study used semi-structured interview techniques, participant observation, and documentation. Semi-structured interviews were conducted to explore information in depth, but still provide flexibility for respondents to explain their answers freely. This interview involved a pre-designed question guide, but still allowed new questions to arise during the interview process. Participatory observation was conducted by researchers being directly involved in Islamic boarding school activities to understand the

situation, social interactions, and dynamics that occur in the environment. This technique allows researchers to obtain contextual data, which may not be obtained through interviews alone. Documentation is used to complement data obtained from interviews and observations. Documents such as archives of Islamic boarding school activities, learning modules, and administrative records are analyzed to provide additional relevant data. This data is then organized in the form of a structured narrative for further analysis.

2.4. Data Analysis

Data analysis was conducted through an inductive approach that includes the stages of data organization, data reduction, interpretation, and drawing conclusions. The first step is data organization involving interview transcription, writing observation notes, and document classification. This data is then reduced to filter information that is relevant to the focus of the research. After that, the reduced data is analyzed to find emerging themes and patterns. Coding techniques are used to identify important categories that form the basis for data interpretation. This analysis is carried out iteratively, so that researchers can verify and revise findings based on evolving data. The results of the data analysis are then arranged in the form of a descriptive narrative supported by quotes from interviews and observations. Interpretation is carried out by linking field findings with relevant theories, resulting in a comprehensive understanding of the research object. The final conclusion is drawn based on the alignment between empirical data and the previously constructed conceptual framework.

3. RESULTS AND DISCUSSION

3.1. Definition of Madrasah Principal and Teacher Professionalism

a. Head of Madrasah

The Head of Madrasah is a functional teacher who is given the task of leading a madrasah, where the teaching and learning process is held or a place where interaction occurs between teachers who give lessons and students who receive lessons. As a leader in education, the head of madrasah is the highest position in a madrasah organization and one of the educational components that plays the most important role in improving the quality of education. The head of madrasah is responsible together with other members to achieve educational goals in the institution he leads. (Dudung, 2018).

In addition to being a leader, the head of the madrasah is also an administrator who plays a role in making program plans, organizing the school, acting as a coordinator and director, and implementing personnel management. The head of the madrasah has a joint responsibility with teachers and staff as technical assistants, so that they can work well. In addition, the head of the madrasah must be able to help teachers develop a curriculum according to the interests, needs and abilities of students. Apart from educational duties, the head of the madrasah must also establish and foster relationships with the surrounding community, bring his school to a position of center of activity, and maintain the teaching profession and education in general (Annury, 2019).

To fulfill his duties, the head of the madrasah must have appropriate competencies, such as personality, managerial, entrepreneurial, supervisory, and social. The head of the madrasah must also have foresight (vision), know what actions to take (mission), understand the methods to be taken (strategy), and have the ability to coordinate and harmonize all existing limited resources to achieve goals or to meet the needs of the madrasah (Mushthofa et al., 2022).

2. Professional Teacher

A professional teacher is an educator who has competence, skills, or abilities that meet certain standards in carrying out his/her duties and functions as a teacher. The professional competence of a teacher comes from the word "profession," which is a position or job that requires certain skills. Professional teachers have qualified abilities in carrying out the duties of a teacher's position, such as understanding and acceptance in carrying out tasks, willingness to cooperate effectively with students, teachers, parents of students, and the community, the ability to develop a vision and continuous growth of the position, prioritizing service in tasks, directing, pressuring, and fostering student behavior patterns, and implementing the code of ethics of the position (Astuti, 2019).

To become a professional teacher, a teacher must have special abilities and expertise in the field of teaching, so that he is able to carry out his duties and functions as a teacher with maximum ability. Professional teachers also have good work motivation, multi-role, and basic skills in research, such as class action. Teacher professionalism is the quality and quality that is a characteristic of a profession or a professional person. Professional teachers must have qualified abilities in carrying out the duties of a teacher's position, such as understanding and acceptance in carrying out tasks, willingness to cooperate effectively with students, teachers, parents of students, and the community, the ability to develop a vision and continuous growth of the position, prioritizing service in tasks, directing, pressuring, and fostering student behavior patterns, and implementing the code of ethics of the position (Sonedi et al., 2018).

Teacher professionalism development is an effort to improve the quality of teachers as the main resource for educating the nation. It is carried out through teacher education qualification improvement programs, equivalency and certification programs, integrated competency-based training programs, educational supervision programs, teacher symposiums, other traditional training programs, reading and writing journals or scientific papers, participating in scientific meetings, conducting research (especially classroom action research), internships, following current news from the news media, and participating and being active in professional organizations. (Faiqoh, 2019) .

3.2 The role of the principal in improving the professionalism of teachers at the Thawalib Islamic boarding school in Tanjung Limau

The principal is responsible for providing relevant and useful training and professional development programs for teachers. This includes training in the use of educational technology, curriculum development, instructional strategies, and understanding student needs. A principal should provide clear and constructive feedback to teachers on their performance. This includes classroom observations, evaluation of student learning outcomes, and providing direction for improving teaching practices. The principal should facilitate collaboration among teachers through staff meetings, discussion forums, and collaborative projects. This collaboration allows for the exchange of ideas, experiences, and best practices among teachers. A principal should ensure that teachers have adequate resources to support their teaching, including textbooks, learning materials, equipment, and educational technology. (Faizatul & Mufid, 2020) .

Principals can organize self-reflection and experience sharing sessions among teachers. This allows teachers to regularly evaluate and improve their teaching practices based on their own experiences and those of their peers. By taking an active role in supporting and inspiring teachers, a principal can create an environment that supports continued professional growth and improves the quality of education in their school.

3.3 Inhibiting and supporting factors of supervisors in improving teacher professionalism at the Thawalib Islamic Boarding School, Tanjung Limau

Supervisors can identify barriers and leverage existing supports to maximize their contribution to improving teacher professionalism. Barriers for supervisors include limited resources such as time, funding, and personnel, which can hinder their ability to provide adequate support to teachers. Disagreements between supervisors and teachers regarding the school's vision, goals, or educational priorities can hinder supervisors' efforts to provide effective guidance to teachers. Some teachers may be resistant to change and unwilling to accept feedback or guidance from supervisors, which can hinder their efforts to improve their professionalism. Supervisors who lack the skills or knowledge to provide effective feedback or professional development can be a barrier to improving teacher professionalism. (State Islamic Institute of Bengkulu & Suradi, 2018) .

Supporting factors for supervision, namely strong support from the principal or school leader in prioritizing teacher professional development, can be a significant supporting factor. The existence of structured and relevant training and development programs can help supervisors provide more effective support to teachers. Open and collaborative communication between supervisors and teachers allows for the exchange of ideas, feedback, and constructive guidance. Recognition of teacher achievements or efforts in improving their professionalism can provide additional incentives for teachers to continue to develop. The existence of a learning culture that supports experimentation, reflection, and professional growth can create an environment conducive to improving teacher professionalism. (Subaidi et al., 2022) .

4. CONCLUSION

In the context of Pondok Pesantren Thawalib Tanjung Limau, supervision by the headmaster has proven to play an important role in improving teacher professionalism and the overall quality of Islamic education. With a planned and continuous approach, supervision has provided a significant boost to the development of competent and dedicated teachers. Through the supervision process, teachers at Pondok Pesantren Thawalib Tanjung Limau have had the opportunity to receive constructive feedback on their teaching practices, as well as guidance in planning and implementing effective learning. This has helped them to improve their skills in designing relevant curricula, implementing innovative teaching strategies, and creating a conducive learning environment in the classroom.

In addition, the supervision of the headmaster has also provided a platform for collaboration and exchange of experiences between teachers, allowing them to learn from each other and develop best practices in teaching. This has created a dynamic learning culture at Pondok Pesantren Thawalib Tanjung Limau, where teachers feel supported and valued in their efforts to become better educators. Thus, the supervision of the headmaster has helped Pondok Pesantren Thawalib Tanjung Limau to strengthen the solid foundation of Islamic education, which not only produces generations who are knowledgeable, but also have noble character. By adhering to effective and sustainable supervision practices, it is hoped that Pondok Pesantren Thawalib

Tanjung Limau can continue to be an excellent educational institution and become an example for other Islamic boarding schools in their efforts to improve the quality of Islamic education in Indonesia.

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