

Received: Filled 09-11-2024 | Accepted: 10-12-2024 | Published: 21-12-2024

MADRASAH HEAD SUPERVISION IN IMPROVING TEACHER DISCIPLINE AT MIN 11, ACEH TENGAH DISTRICT

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Abstracts:

In improving teacher discipline, it is strongly influenced by the role of the madrasah principal as a supervisor through academic supervision. Principals are required to be able to utilise and overcome together all the problems that occur in schools, thus leadership can influence others to achieve the desired goals. The purpose of this study was to find out about: (1) academic supervision in preparing madrasah programme. (2) obstacles faced by principals in improving teacher discipline. This research uses descriptive method with qualitative approach. Data were collected through observation guidelines, interview guidelines, and documentation. The subjects in this study were the principal and teachers of MIN 11 Central Aceh Regency. Data analysis techniques in this study using data reduction, data display and drawing conclusions. The results of this study indicate that: (1) academic supervision in the preparation of the programme is carried out at the beginning of the school year, involving teachers. academic supervision programmes are prepared based on the problems and needs of teachers. (2) the principal of MIN 11 Central Aceh Regency has obstacles in improving teacher discipline at school. This can be seen from the work ethic of teachers who are still weak, teachers live far from school, different educational backgrounds, so they lack administrative skills, both teacher administration and classroom administration. It is expected that school principals can provide encouragement and direction in their performance regarding teacher discipline, teacher commitment, teacher ability and teacher responsibility effectively and efficiently to improve teacher discipline in schools.

Keywords: *Academic Supervision and Teacher Discipline*

INTRODUCTION

School principals as leaders have an important role in transforming abilities through guidance, guidance, and empowerment in order to achieve institutional goals effectively and efficiently. School leadership is a major factor in improving the quality of education because schools function as formal education providers that have the trust of the community in shaping generations that are able to compete at the global level.(Wijaya, 2019)

Education is a dynamic process that continues to evolve with the changing times. Education is not only an investment in the future but also affects current living conditions. Therefore, education requires continuous improvement and enhancement in order to fulfil the increasingly complex demands of society.(Hafni, 2020)

Teachers are a key factor in improving the quality of education because they play a role in planning and implementing the curriculum. In accordance with Indonesian Law No.14 of 2005, teachers have the main tasks of educating, teaching, guiding and evaluating students. School principals, as educational leaders, are responsible for mobilising teachers to improve the quality of education.

Supervision is an important part of education that aims to help teachers improve the quality of teaching. However, the academic supervision of the head of MIN 11 Aceh Tengah has not been optimal in improving teacher discipline. The lack of role of the madrasah head as a leader causes a lack of supervision of teachers.

Supervision has a broad meaning, including guidance and encouragement from school leaders to teachers to improve their professional competence. Supervision aims to assist teachers in selecting effective learning methods, assessing the teaching process, and implementing reforms in education. An effective supervision programme should begin with an analysis of teachers' needs and be structured systematically.(Najmulmunir et al., 2009)

As educational leaders, principals must have a strong leadership foundation to create a conducive learning environment. Effective principals must have a clear vision, make the vision a guideline in their leadership, and focus on improving learning and teacher performance. In addition, principals have seven main roles, namely as educators, managers, administrators, supervisors, leaders, work climate creators and entrepreneurs.(Wibowo, 2022)

The discipline of education personnel is an important factor in the success of educational organisations. Discipline reflects a person's responsibility for their duties and affects overall performance. Indicators that influence discipline include goals and abilities, exemplary leadership, rewards, justice, supervision, sanctions, and firmness in applying rules. An effective principal must be able to enforce discipline in order to achieve optimal results in education.(Istianah, 2019)

RESEARCH METHODS

This research uses a descriptive method that aims to describe existing phenomena objectively, both natural and human-made. This method is used to identify and answer the problems at hand. A qualitative approach is applied in this

research, where the data obtained is descriptive and based on direct interaction between researchers and data sources. According to Sukmadinata (2008), qualitative research aims to analyse phenomena, events, social activities, attitudes, beliefs, and thoughts both individually and in groups.(Arifin, 2020)

The subjects of this research were the principal and teachers of MIN 11 Aceh Tengah, who were selected based on the needs in the field. In qualitative methods, the number of research subjects is not determined from the beginning, but is adjusted to the information obtained until it is considered sufficient. As the main research instrument, the researcher must have a good understanding of qualitative research methods as well as academic and logistical readiness to collect data. Validation of the researcher as an instrument includes understanding the method, insight into the research field, and readiness to access the research object.

Data collection techniques in this study were conducted through observation, interviews, and documentation. After the data was collected, the analysis was carried out with descriptive methods using a qualitative approach. According to Sugiyono (2010), data analysis includes grouping by variables and types of respondents, tabulating data, presenting data, and calculating to answer problem formulations and test hypotheses. This analysis process includes three main stages, namely data reduction, data presentation, and conclusion drawing or verification.(Hasanah, 2021)

RESULTS AND DISCUSSION

A. academic supervision in developing madrasah programmes

The results showed that the head of Madrasah MIN 11 Aceh Tengah first developed an academic supervision programme for a period of one year. This programme is designed at the beginning of the new school year by involving the deputy head of madrasah and senior teachers who are considered to have experience in formulating the problems faced by teachers. The preparation of this supervision programme is based on an evaluation of the problems that arose in the previous year's teaching process so that the target of developing teachers' abilities can be adjusted to their needs and expectations.(Wijaya, 2019)

One of the main objectives of academic supervision is to improve the quality of learning carried out by teachers. Therefore, the madrasah head focuses this programme on managing the learning process, both in terms of administrative preparation and implementation. Learning administration includes the preparation of tools such as lesson plans, syllabus, semester programme, annual programme, KKM, as well as the selection of relevant textbooks. Meanwhile, in the implementation of learning, teachers are encouraged to manage the class well, use

effective learning methods and media, and evaluate students regularly. (Ishak et al., 2019)

Interviews with teachers revealed that the schedule for academic supervision is prepared by the teachers themselves so that they know when the supervision will take place. To assess teacher development, supervision is conducted twice a semester, at the beginning and end of the semester. Initial supervision aims to determine the initial condition of teachers before being given coaching, while final supervision is conducted to assess the extent of the success of the supervision programme in improving teachers' teaching skills. (Harahap et al., 2023)

B. Obstacles in Improving Teacher Discipline

In trying to improve teacher discipline, principals face a variety of complex obstacles. One of the main obstacles is the lack of teaching staff with expertise in certain subject areas. For example, at MIN 11 Aceh Tengah, about 60 per cent of teachers have a background in Islamic education, while the number of teachers who teach science, Indonesian and Arabic subjects is still very limited. The mismatch between teachers' educational backgrounds and the subjects they teach causes them to experience difficulties in teaching, especially as the demands of the curriculum continue to evolve. (Wahyudi et al., 2012)

In addition, the distance of residence is also an obstacle in improving teacher discipline. Some teachers live quite far from the school, so they often experience delays in attendance. This has an impact on the delay in starting the first lesson and disrupts the students' learning order. This condition is a challenge for the principal in enforcing discipline and creating a conducive learning environment.

Another obstacle is the lack of adequate facilities and infrastructure to support academic supervision and teacher coaching. For example, the limited guidance room means that coaching for teachers cannot be done optimally. When the principal wants to provide guidance to a teacher, sometimes other teachers watch, which can reduce the effectiveness of coaching. According to Komariah (Harun, 2009:6), facilities and infrastructure are an important part of supporting the teaching and learning process and shaping students as a whole. (Nasir & Shaleh, 2021)

In addition, principals' opportunities to control and coach teachers are often limited. When principals want to conduct monitoring, teachers are often not ready or are still busy with other tasks. This causes academic supervision and efforts to improve teacher professionalism to be less than optimal.

C. Academic Supervision as a Solution

Academic supervision has a very important role in improving the quality of learning in madrasah. The preparation of a good supervision programme allows teachers to be better prepared to carry out their duties. With academic supervision, teachers can evaluate their own performance and get feedback from principals and peers to improve their teaching methods.(Mahara et al., 2017)

In practice, academic supervision aims not only to assess teacher performance, but also as a means of professional development. Teachers who experience difficulties in teaching can be given special guidance so that they can better understand effective learning strategies. Thus, academic supervision is not only a form of control, but also a form of support for teachers in improving their competence.

To overcome obstacles in improving teacher discipline, principals need to take strategic steps. One of them is to increase supervision and provide sanctions for teachers who are often late or lack discipline in teaching. In addition, principals can also implement a reward and punishment system that can motivate teachers to be more disciplined in carrying out their duties.(Nurdin, 2019)

Although there are various obstacles, principals still try to find solutions so that academic supervision and improving teacher discipline can run well. One of the steps taken is to collaborate with related parties, such as the education office, to increase the number of teaching staff according to the needs of the madrasah.

In conclusion, effective academic supervision is very important in improving the quality of learning in madrasah. However, in practice, there are various obstacles that need to be overcome, such as the lack of experts, limited facilities and teachers' discipline. Therefore, principals need to take strategic steps to overcome these obstacles so that academic supervision can have a maximum positive impact on improving the quality of education in MIN 11 Central Aceh.(Ikbal, 2018)

CONCLUSIONS

academic programme in the madrasah. The programme is designed by considering the needs and problems faced by the teachers, so their involvement in its development is very important. The academic supervision programme covers all aspects of the learning process, from planning, implementation and evaluation. With this programme, it is hoped that teachers' professional skills can be improved, so that the quality of learning in madrasah will be better and more effective.

In addition, principals face various obstacles in their efforts to improve teacher discipline. Some of the main obstacles found in this study are the lack of teaching staff specialising in certain fields, teachers living far from the madrasah, and limited facilities and infrastructure to support learning. Another factor affecting teachers' discipline is their weak work ethic, which leads to a lack of readiness to carry out their teaching duties optimally. These constraints pose a challenge for principals in enforcing discipline and ensuring that the learning process runs well.

To overcome these obstacles, the principal took various strategic steps. Among them is organising training and upgrading for teachers to improve their competence in their respective fields of study. In addition, the madrasah principal also encouraged a team teaching system, where teachers can work together in teaching to complement each other's shortcomings in mastering the subject matter. The Teacher Working Group (KKG) and Subject Teacher Conference (MGMP) programmes are also implemented as a forum for teachers to discuss, share experiences and improve their professionalism. With these steps, it is hoped that the obstacles faced in academic supervision and improving teacher discipline can be minimised, so that the quality of education in MIN 11 Aceh Tengah can continue to grow.

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