

## ACADEMIC SUPERVISION OF THE HEAD OF MADRASAH IN INDONESIA: A META-ANALYSIS

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### Abstract

*One of the efforts to improve teacher performance can be made by applying academic supervision. This article aims to analyze the academic supervision of madrasa principals in Indonesia. A meta-analysis is used as a research method. A total of 20 nationally accredited journals were selected to be the journals analyzed. Through the search column, 51 articles related to academic supervision were found. These data are collected, categorized, displayed, and concluded. The results of the analysis found that madrasah heads need to determine the right strategy to overcome the problem of teacher professionalism through academic supervision. Academic supervision activities are a series of activities carried out by the head of the madrasah to help teachers explore and develop their competencies to manage learning activities properly.*

**Keywords:** *Head of madrasah, academic supervision, teacher competence, learning activities*

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## **A. Introduction**

Academic supervision is a non-negotiable aspect for madrasa heads to increase teachers' professionalism in the madrasas they manage (Latief & Masruroh, 2017; Munawar, 2019; Nuryani et al., 2022). According to Munawar (2019), academic supervision activities are a series of activities to assist teachers in exploring and developing their competencies to manage learning activities properly to achieve learning objectives. However, academic supervision activities have been challenging in the last two years due to the pandemic (Warmansyah, 2020). In addition, inappropriate scheduling is also indicated as a failure of academic supervision in various regional schools (Mustaqim et al., 2020).

The effectiveness of academic supervision is very influential in achieving learning and educational goals. Research by Hasanah and Kristiawan (2019) reports that there is a relationship between academic supervision carried out by the madrasah head and teacher performance. Latief and Masruroh (2017) also reported that academic supervision applied at MTs Donomulyo Kulon Progo Yogyakarta through individual and group teacher training and development programs can improve teacher performance. It means that the academic supervision of the madrasa head can influence the teacher's performance in his learning. Supporting this, Zohriah et al. (2022) reported their research findings that the principal's academic control significantly improves teacher performance.

Madrasah heads as supervisors must have academic supervision competencies, both conceptually, theoretically, and practically (Darlis, 2020; Hamid & Ma'arif, 2019; Susanto et al., 2020). It is very important because the head of the madrasa is a leader who can influence the teachers in his madrasa. Mastery of academic supervision competencies for madrasa heads supports the implementation of their duties and functions in helping teachers professionally to realize learning objectives. The achievement of learning objectives by the teacher in the process needs to be monitored, guided, and ensured by the head of the madrasa.

Research on academic supervision has been carried out by many previous researchers, such as Nuryani et al. (2022), who reported that supervision carried out by school principals is interpreted as professional guidance assistance, quality-oriented based on continuous improvement, quality control, driving the head school, and the area of responsibility of the principal to the teacher. In addition, Zohriah et al. (2022) also argue that supervision is carried out in the context of assistance, direction, and coaching to improve teacher performance more optimally. Azhar et al. (2021) stated that academic supervision by the school principal is directed at guidance through discussions and directions with the teacher. However, in practice, it is sometimes stressful and frightening for teachers, so academic supervision goals still need to be achieved (Fauziah et al., 2020).

Based on these problems, it is necessary to do a meta-analysis related to the academic supervision of madrasa heads to get an overview of research related to academic supervision and its problems published in reputable journals in Indonesia. Therefore, this article analyzes the academic supervision of madrasa principals in Indonesia.

## **B. Method**

The method that has been used in this research is Meta-Analysis. The articles sought in this study were articles published in reputable journals that are members of the Indonesian Islamic Education Management Study Program Association (PPMPI Indonesia) on <https://ppmpi.net/journal/> website, using the keyword "academic supervision". Based on data available on the website <https://ppmpi.net/journal/> there are 45 journals, 27 of which have been accredited by the Minister of Research and Technology/Head of National Agency for Research and Innovation. The rest have not been accredited (17 journals).

In this study, accredited journals were chosen for analysis. Each accredited journal is visited individually and then searched through the "search" column by entering the keyword "academic supervision" in

Indonesian or English. Based on the search recapitulation, there are 51 articles related to academic supervision.

### C. Finding and Discussion

The research findings have been aligned. Fifty-one articles examine the academic supervision of madrasa heads in Indonesia with its aspects. In detail these findings are described and discussed below.

#### 1. Finding

Fifty-one articles have been found in nationally reputable journals that are members of the Indonesian Islamic Education Management Study Program Association (PPMPI Indonesia) on the website <https://ppmpi.net/journal/>. These articles are distributed in 20 nationally accredited journals. Table 1 below shows the results of searches of academic supervision articles in nationally reputable journals.

Table 1 Search results for the article "academic supervision" in nationally reputable journals

No	Journal Name	Accreditation	Number of Articles
1	Al-Tanzim: Jurnal Manajemen Pendidikan Islam MANAGERIA: Jurnal Manajemen Pendidikan Islam	Sinta 2	2
2	Nidhomul Haq: Jurnal Manajemen Pendidikan Islam	Sinta 3	1
3	Islam	Sinta 3	2
4	Tadbir : Jurnal Studi Manajemen Pendidikan Tarbawi: Jurnal Keilmuan Manajemen Pendidikan	Sinta 3	4
5	Jurnal ISEMA : Islamic Educational Management	Sinta 3	1
6	Tadbir Muwahhid: Jurnal Manajemen Pendidikan Islam	Sinta 3	3
7	AL-IDARAH: Jurnal Kependidikan Islam	Sinta 4	1
8	Idaarah: Jurnal Manajemen Pendidikan	Sinta 4	2
9	re-JIEM (Research Journal of Islamic Education Management)	Sinta 4	2
10	Jurnal Kependidikan Islam	Sinta 4	3
11	ĀL-FĀHĪM: Jurnal Manajemen Pendidikan Islam	Sinta 4	1
12	Islamic Management: Jurnal Manajemen Pendidikan Islam	Sinta 4	1
13	Pendidikan Islam	Sinta 4	1

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14	J-MPI (Jurnal Manajemen Pendidikan Islam)	Sinta 5	1
15	Adaara: Jurnal Manajemen Pendidikan Islam an-Nizom: Jurnal Penelitian Manajemen Pendidikan Islam	Sinta 5	1
16	Intelegensia: Jurnal Pendidikan Islam	Sinta 5	14
17	el-Idare: Jurnal Manajemen Pendidikan Islam	Sinta 5	1
18	Jieman: Journal of Islamic Educational Management	Sinta 5	3
19	JJEM (Journal of Islamic Education Management)	Sinta 5	3
20		Sinta 5	4
		Sinta 2 = 1	
		Sinta 3 = 5	
		Sinta 4 = 7	51
		Sinta 5 = 7	

Based on Table 1 above, it can be stated that 20 nationally reputable journals study "academic supervision," with details: 2 articles published in Sinta accredited journals 2, 11 articles published in Sinta accredited journals 3, 11 articles published in Sinta accredited journals 4, and 27 articles published in Sinta 5 accredited journals. Most articles on "academic supervision" were found in an-Nizom: Journal of Islamic Education Management Research as a nationally accredited journal Sinta 5. It shows that research on "supervision academics" has been an important concern for research and education activists in enriching the scientific treasury of Islamic education management in the last ten years.

Strengthening these findings, presented below (Figure 1), are the results of VOS Viewer's analysis of "academic supervision," which have been published in journals in the last ten years. Research on "academic supervision" that has been conducted and published in journals is associated with aspects of work motivation, academic supervision of school principals, achievement, professionalism, planning, principals, teacher competence, documentation studies, success, leadership, student achievement, staff, madrasah, quality, training, learning process, lesson plans, supervision, employees, educational institutions, practice, and *Madrasah Ibtidaiyah*.

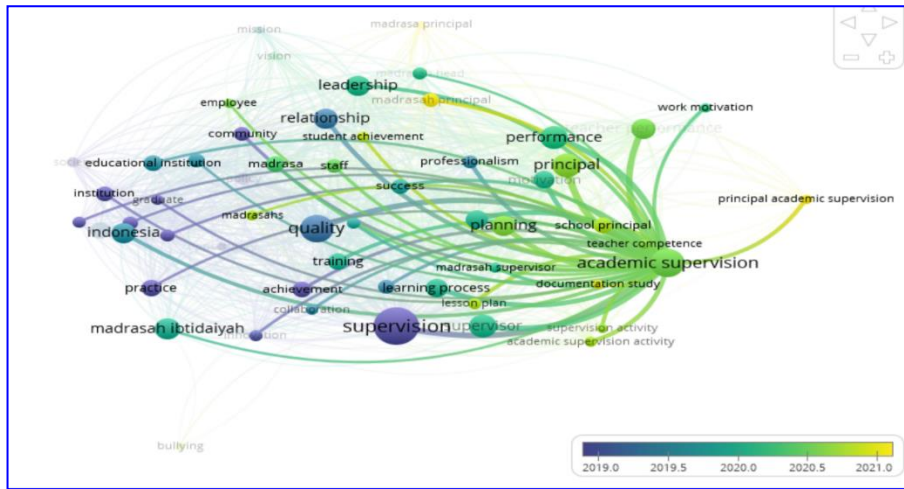


Figure 1 VOS Viewer about “academic supervision” in the last ten years.

Figure 1 above shows that research on "academic supervision" has experienced a significant trend in the last ten years. Article searches are limited to the last ten years (2012 to 2022), but from 2012 to 2018; there was no research on "academic supervision" in Indonesia. However, this research experienced a drastic trend from 2019 to 2022. Subsequent analysis searched for the aspects used in research "academic supervision." Based on the results of the VOS Viewer analysis, there are keywords related to "academic supervision, as shown in Figure 2. There are nine keywords associated with academic supervision. In detail can be seen in Figure 2 below.

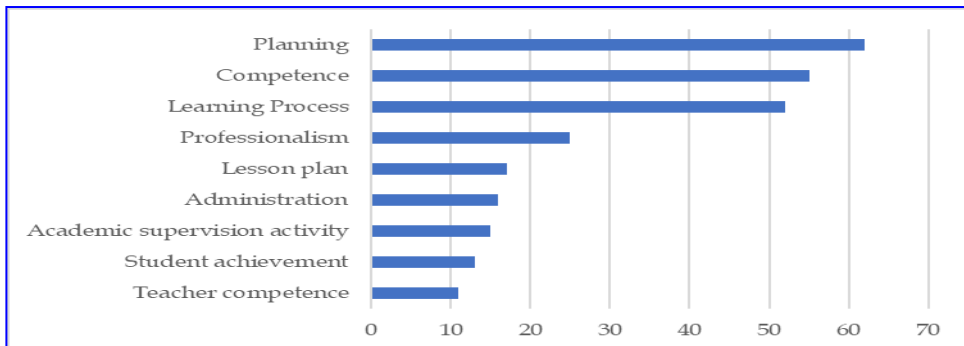


Figure 2 Aspects related to "academic supervision"

Figure 2 above shows that planning aspects often occur (62), followed sequentially by competency aspects (55), learning process aspects (52), professionalism aspects (25), learning planning aspects (17), and administrative aspects (16), aspects of academic supervision activities (15), aspects of student achievement (13), and finally, aspects of teacher competence (11). Based on these findings, planning is the most important part of academic supervision activities.

## **2. Discussion**

Academic supervision is non-negotiable for leaders to increase teacher professionalism in schools (Kartini et al., 2020; Nuryani et al., 2022). Principals need to set appropriate strategies to overcome the problem of teacher professionalism (Ehrich et al., 2011). This precise strategy can be through academic supervision. According to Munawar (2019), academic supervision activities are a series of activities carried out by school principals to assist teachers in exploring and developing their competencies, so they can manage learning activities properly. The findings of Zohriah et al. (2022) reinforce this argument that 97% of teacher performance is influenced by managerial supervision.

According to Latief and Masrurroh (2017), improving teacher performance can be done by optimizing the role of the madrasa head as an academic supervisor by assisting with the concept of academic supervision, training, and development for teachers individually and in groups and guiding teachers through the form of providing motivation, encouragement, and example giving. At the same time, Mustofa et al. (2021) underlined that the quality of learning in madrasas can be improved by implementing academic supervision by madrasa heads, improving good school culture, and preparing educational facilities. Meanwhile, Warmansyah (2020) states that the process of academic supervision is in the form of daily offline or online discussions, helping teachers deal with learning problems, inventory basic competency achievements, and provide evaluation feedback on the success of the learning process. It is confirmed by Azhar et al. (2021) that regular

supervision activities and the existence of a good supervision adaptation strategy can optimize the quality of learning.

Subaidi and Sustain (2019) state that in carrying out academic supervision activities, there are two inhibiting factors, namely internal factors, namely many teachers who are not willing to serve as supervisory team staff, and external factors, which include inadequate supporting facilities, lack of time in carrying out academic supervision. Various factors influence the delay in academic supervision activities (Todd & Storm, 2014). Academic supervision should be a means to improve teachers' abilities in teaching so that their performance can increase (Hasanah & Kristiawan, 2019; Iskandar, 2020; Latief & Masruroh, 2017; Zohriah et al., 2022). However, the implementation sometimes becomes tense and even frightening, so the goal of academic supervision itself still needs to be achieved. Therefore, Fauziah et al. (2020) provide input on implementing academic supervision using a collaborative and family approach.

According to Andriani et al. (2021), there are four stages carried out by the head of the madrasa in carrying out academic supervision: planning, implementation, evaluation, and follow-up. Meanwhile, Syam (2021) wrote down the results of his research that in implementing academic supervision activities, school principals could do three things, namely: planning includes activities to regulate the form and time of supervision, implementation includes checking learning programs made by teachers, conducting class observations, and holding individual meetings, and evaluating includes providing feedback on the results of academic supervision so that teacher performance can be improved or improved.

The quality of the teacher determines the quality of learning (Fauth et al., 2019; Harris & Sass, 2011; Juhaeni et al., 2021; Sardimi et al., 2022; Silviani et al., 2022; Trisnamasyah & Fatkhullah, 2022). The more competent the teacher, the more able to provide good service to students. Teacher competence can continue to be developed with academic supervision activities carried out by the school principal (Suyono, 2021).



Teacher activities that connect to the supervision process in schools are academic supervision. Academic supervision by the school principal boosts teachers' pedagogical competence, especially in teaching and learning activities in class (Maalie, 2020). Increasing teacher professional competence includes mastering material, mastering basic competencies, developing material, sustainably developing professionalism by taking reflective actions, and utilizing information and communication technology (Subaidi et al., 2022).

According to Fanani and Wahyono (2021), the implementation of academic supervision by madrasa heads in increasing teacher pedagogic competence can be carried out in the following ways: First, planning academic supervision activities, including preparing supervision instruments, designing supervision approaches and supervision techniques and determining the time for their implementation. Second, academic supervision activities are implemented using a collaborative approach and individual and group techniques. Individual techniques include individual meetings with teachers, while group techniques present all teachers for discussion as a group process and exchange of experiences. As a follow-up to the implementation of supervision, supervisors guide teachers by providing training.

In the teaching and learning process, the supervisory role of the madrasa head has a strategic role in improving the quality of education, where teachers are the spearhead in the success of national education goals (Musolin et al., 2022; Sodikin et al., 2022). In carrying out the teaching and learning process, teachers often encounter difficulties, stagnation, and failure, which also impact the quality of education. Therefore, the role of academic supervision is very strategic in providing services to teachers so that the difficulties and obstacles can be reduced. According to Hamid and Ma'arif (2019), the leadership of the madrasa head in improving teacher performance can use two academic supervision techniques based on individuals and groups. Implementation of individual technical academic supervision using orientation techniques for new teachers, classroom observation, and individual conferences. In

contrast, the implementation of group technical academic supervision uses the techniques of teacher council meetings, workshops, guided readings, bulletin boards, and field trips.

## E. Conclusion

Principals need to determine the right strategy to overcome the problem of teacher professionalism. This precise strategy can be through academic supervision. Academic supervision activities are a series of activities carried out by the school principal. The principal assists teachers in exploring and developing their competencies to manage learning activities properly. Thus, improving teacher performance can be done by optimizing the madrasa head's role. The process of academic supervision carried out by the head of the madrasa is in the form of daily offline and online discussions and helps teachers overcome learning problems.

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