

## ACADEMIC SUPERVISION OF TEACHERS IN PREPARING LESSON PLANS AT MADRASAH TSANAWIYAH MUHAMMAD BASIUNI IMRAN SAMBAS

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### Abstract

*This study aims to analyze the process of teachers in preparing lesson plans (RPP) after receiving academic supervision at Madrasah Tsanawiyah Muhammad Basiuni Imran Sambas. This research uses a qualitative approach with descriptive methods to describe the phenomenon in depth according to the conditions in the field. The type of research used is a case study, which focuses on one research object to be observed and analyzed thoroughly. Data collection was conducted through in-depth interviews with teachers and academic supervisors, participatory observation of the implementation of supervision and lesson plan preparation, and documentation study of syllabus, annual program, semester program, and lesson plans produced by teachers. The data obtained were analyzed using data reduction, data presentation, and conclusion drawing techniques by utilizing triangulation to ensure data validity. The results showed that academic supervision in Madrasah Tsanawiyah Muhammad Basiuni Imran Sambas was conducted through the stages of planning, implementation, evaluation, and follow-up. This supervision has a positive influence on teachers' ability to prepare lesson planning documents, including syllabus, annual program, semester program, and lesson plans. After supervision, the quality of lesson plan documents improved, so that they could be used as good and effective guidelines in the learning process. Thus, academic supervision has an important role in improving teachers' competence in lesson planning. This research contributes to the development of more effective supervision strategies to support education quality.*

**Keywords:** *Academic Supervision; Developing Learning Plans*

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### A. Introduction

Education is one of the efforts that can build every civilization of mankind, through education it can create complete human beings so that they are able to contribute in making changes. Realizing this, the government has an idea in education that is comprehensively implemented which is contained in the legislation, namely Law NO. 20 of 2003 article 1 paragraph 1 which (Law of the Republic of Indonesia No. 20 of 2003). 20 of 2003 article 1 paragraph 1 which (Law

of the Republic of Indonesia No. 20 of 2003, 2003) states "*Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state.*" Based on this law, the objectives of national education are threefold. Based on the law, the objectives of national education have three domains to be achieved, namely the domains of knowledge, attitudes and skills. Thus the purpose of national education becomes a central position so that every organization of education in Indonesia refers and is oriented to the objectives of national education. National education goals can be an indicator of achievement for every institution of educational institutions in Indonesia. The components of education that are considered urgent in achieving the goals of national education as well as the role as implementers of education, namely educators called teachers (Wahyuni, 2013) .

Teachers are professional educators who are required to be able to carry out their main duties and functions as educators. Thus, educators must have academic qualification standards and teacher competencies that are determined in order to be able to implement the objectives of national education (Gibson, 2022; Huffman et al., 2016). The standards of academic qualifications and teacher competencies are regulated in the Regulation of the Minister of National Education of the Republic of Indonesia concerning Standards for Academic Qualifications and Teacher Competencies. It is stipulated that the academic qualifications of teachers are to have a minimum educational qualification of diploma four (D-IV) or Bachelor (S1) study program in accordance with the subjects taught / taught and have competency standards, namely Pedagogical, personality, social and professional competencies (Apriani, 2022) .

Armed with academic qualifications and competencies, a teacher is expected to be able to carry out the main duties and functions as an educator. An educator in carrying out his duties is not as easy as imagined, namely transmitting knowledge through entering the classroom by bringing all the knowledge conveyed to students then students accept what is conveyed by the teacher, but the duties and functions of teachers have systematic procedures regulated in Permedikbud number 15 of 2018 including planning learning, implementing learning, assessing learning outcomes, guiding and training (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018.... About Amendments to the Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies for Lessons in the 2013 Curriculum on Pe, 2018) . Thus, the first task of the teacher in carrying out his duties is planning learning.

Planning is the first step that is very urgent to do before carrying out everything in an activity. With planning, it will be able to predict success and minimize failure in implementation. Thus planning is the first thing in order to achieve the goals of an activity. At the planning stage, it guides in determining what processes must be carried out through in-depth hard thinking related to what to aim for and how the achievement strategy is (Ritonga, 2017) .

The importance of a plan in everything, including in this case carrying out the learning process, the Qur'an explains related planning in surah Al-Anfal verse 60 stated:

وَأَعِدُّوا لَهُمْ مَا اسْتَطَعْتُمْ مِنْ قُوَّةٍ ۖ وَمِنْ رِبَاطِ الْخَيْلِ تُرْهِبُونَ بِهِ عَدُوَّ اللَّهِ وَعَدُوَّكُمْ وَءَآخِرِينَ مِنْ دُونِهِمْ لَا تَعْلَمُوهُمْ اللَّهُ يَعْلَمُهُمْ ۗ وَمَا تَنْفِقُوا مِنْ شَيْءٍ ۖ فِي سَبِيلِ اللَّهِ يُوَفَّ إِلَيْكُمْ وَأَنْتُمْ لَا تُظْلَمُونَ ٦٠

Translation: "And prepare with all your might to meet them with the strength you have and of the horsemen who can terrify the enemy of Allah, your enemy and those besides them whom you do not know; but Allah knows. Whatever you spend in the cause of Allah will be amply repaid to you, and you will not be wronged. (Q.S Al-Anfal:60)

According to Shaykh Abdurrahman ibn AnNashir As Sa'di in his Tafsir Taysir al karim arrahman fii tafsir kalaami al mannaan explains this verse in the face of the enemy must have preparation both physical and non-physical strength (reason), and with all the war equipment that can help in the face of war. Based on the interpretation of the Qur'anic verse, in the face of war preparation is needed in this case careful planning of all things. Allah SWT provides guidance through this verse that in taking action you should first make a preparation or planning . Thus the lesson that can be taken from this verse and its interpretation is that in carrying out the learning process planning has a great influence on the results and achievement of learning objectives. Likewise, a teacher should carry out the duties as set by the government and carry out the guidance of Allah SWT, namely making lesson plans (Al-Jannah et al., 2023) . Planning is the determination of what to do, when to do it, and who will do it. In this case the teacher has a role as a decision maker, namely determining and compiling a series of actions that will be carried out in the learning process. Teachers can formulate planning well if they can formulate the goals and objectives to be achieved (Priansa, 2018) .

Furthermore, learning planning according to Gentry quoted in Wahyudin states that learning planning is a process of designing and determining learning objectives, strategies, techniques and media in achieving learning objectives. things that are determined become a work reference that will be carried out by the teacher in carrying out the learning process, thus everything that is determined is the result of a comprehensive analysis so that it can be carried out in implementation so that

learning runs effectively and efficiently (Arnadi et al., 2021; Saputra et al., 2021).

Thus planning cannot be considered an ordinary matter, which is used as an excuse to be ignored, this will result in the emergence of problems in learning. Learning that is carried out without planning is possible not to run effectively and efficiently so that it hinders the achievement of learning goals and educational goals as expected. Seeing the importance of planning in the learning process requires a teacher to carry out careful planning, this aims to encourage teachers to be better prepared to carry out learning. planning really has a function as a guideline (direction) for implementation, thus learning is in the framework of achieving goals, then planning can provide estimates of obstacles that can be prevented and overcome early and as a guide on a priority scale, namely showing which things must be done in the learning process such as what material students must first receive in understanding the next material, or students must do activity A before doing activity B in the learning process.

Based on the description above, planning is the main task for a teacher according to government regulations and in line with the guidance of Islamic teachings, planning is the first step that must be taken in the learning process in supporting success in achieving goals. Thus planning occupies a strategic position that must be carried out by the teacher in order to achieve learning objectives.

Ironically, in the field, teachers have not realized the importance of lesson planning and even ignore the task of planning lessons. Teachers still perceive lesson planning as mere administrative fulfillment if needed, if monitored or supervised by both the madrasah head and madrasah supervisor. There are even teachers in preparing lesson plans by copying and pasting. Thus the planning made is far from the purpose of learning planning. Based on preliminary information submitted by the head of Madrasah Tsanawiyah Muhammad Basiuni Imran Sambas from the results of monitoring and evaluation, there is a problem where teachers still use the old pattern by making lesson plans not based on formulations in accordance with the demands based on the applicable curriculum, namely teachers formulate their own lesson plans in accordance with the conditions of the madrasah, students and the ability of the teacher concerned. So that learning tools have not become a guide in conducting learning, only to the extent of fulfilling the demands of the madrasah to make lesson plans. In addition to information from the Madrasah head, there is also information from several supervisors, where there are problems for teachers in preparing lesson plans. The problem is that there is a problem in how to formulate a plan that is in accordance with the systematic preparation in accordance with what is determined by the government while still paying attention to the needs of madrasah and students.

Teachers in solving problems in preparing lesson plans presumably need facilities, in this case it is possible to solve the problem can be done by the madrasah itself. This is a concern of every element of the madrasah in resolving it in order to realize the quality of learning. Madrasah Tsanawiyah Muhammad Basiuni Imran Sambas has a way to overcome this problem, namely through academic supervision.

Madrasahs have the view that teachers must be assisted and guided in preparing lesson plans, which can be done through academic supervision activities. This is in line with the supervision activities proposed by M. Ngalim Purwanto quoted by Ubabuddin in his book educational supervision, which states that supervision is a planned supervisory and coaching activity in helping teachers and school employees to be able to perform their duties effectively (Ubabuddin, 2018) . With the academic supervision program, it is hoped that teachers can develop lesson plans.

On this basis, the author considers it necessary to find out how Academic Supervision of Teachers in Preparing Learning Plans at Madrasah Tsanawiyah Muhammad Basiuni Imran Sambas.

## **B. Method**

This research uses a qualitative approach with a descriptive-analytical method, which aims to describe and analyze the phenomenon of academic supervision of teachers in preparing lesson plans (RPP) in an in-depth and structured manner. This approach was chosen because it is able to explore natural data in a real context, providing a holistic understanding of the interaction of various factors in the supervision process (Sugiyono, 2016).

The research focus was directed at the relationship between the academic supervision process and changes in the quality of learning documents prepared by teachers at Madrasah Tsanawiyah Muhammad Basiuni Imran Sambas. The research location was determined based on relevance to the focus of the study, namely Madrasah Tsanawiyah Muhammad Basiuni Imran Sambas, which has implemented academic supervision routinely. The research subjects consisted of teachers who participated in academic supervision and supervisors who were responsible for implementing the supervision. The researcher used purposive sampling technique to determine the participants, with the main criteria involving teachers who have participated in academic supervision in the past year and supervisors with at least three years of work experience. Data collection was conducted through three main techniques. First, in-depth interviews were conducted in a semi-structured manner to explore teachers' and supervisors' experiences, perceptions and evaluations of the academic supervision process. The interview guide was designed to explore the stages of supervision, the challenges faced, and the impact on lesson plan

development. Second, participatory observation was conducted by directly observing the implementation of supervision in madrasah, the interaction between teachers and supervisors, and the process of preparing learning documents such as syllabus, annual program, semester program, and lesson plans. Third, documentation study was used to collect and analyze supervision result documents, evaluation reports, and lesson plans produced before and after academic supervision. The collected data were analyzed qualitatively using three stages: data reduction, data presentation, and conclusion drawing. The data reduction stage was carried out by filtering out irrelevant information and categorizing significant data according to the research theme. The reduced data were then presented in the form of narratives, tables, or diagrams to visualize the relationship between academic supervision and the quality of lesson plan documents. Furthermore, conclusions were drawn by ensuring the validity of the data through triangulation of sources, methods and education experts.

To ensure data validity and reliability, this study used data source triangulation and method triangulation. In addition, validation of the interview results was carried out through member checking, which is asking for confirmation from participants on the interpretation of data generated by researchers. This research also adheres to the principles of research ethics, including written consent from participants, data confidentiality, and a commitment not to exploit research subjects. Through this research design, the study is expected to provide a comprehensive picture of the implementation of academic supervision in madrasah, as well as its impact on teachers' ability to develop better and standardized lesson planning documents. The results of this study are expected to contribute to the development of more effective academic supervision strategies in supporting the improvement of education quality.

### **C. Finding and Discussion**

#### **Implementation of Academic Supervision for Teachers in Developing Learning Plans**

##### **1. Planning**

Based on the exposure of findings from interviews and observations, the authors can find that supervision planning has been carried out carefully in accordance with the procedures in planning by using various considerations in formulating the planning that can be done. From the findings of the researchers, there is also one thing that stands out as a researcher's finding in planning academic supervision at Madrasah Tsanawiyah M. Basiuni Imran Sambas has done creativity, namely the existence of guidance to the target of supervision before supervision. Researchers consider this a good practice that can be continued in future supervisions for Madrasah Tsanawiyah M. Basiuni Imran Sambas and can be used as a reference and reference for other madrasahs in conducting supervision.

The main purpose of supervision planning is to facilitate and direct the

implementation of supervision that will be carried out in accordance with the expected educational objectives. Seeing the reality in the field, there are still many supervisors in carrying out supervision activities that are still not planning as well as possible. Where less mature planning will have an impact on the assumptions of some teachers who state that supervision is only limited to activities to complete an administrative document and activities that are considered to be looking for mistakes. In fact, the essence of supervision is actually to guide and improve the potential possessed by teachers in order to create a good teaching and learning situation. However, because there are mistakes in the implementation of supervision activities carried out by some supervisors, negative assumptions have emerged among some teachers (Fathih, 2022).

## **2. Implementation**

Based on the results of observations of the implementation of supervision carried out by supervisors, there are several activities including: a meeting between supervisors and the supervision team in equalizing perceptions, which is an initial activity in implementing supervision. Equalization of perceptions discusses the standards for scoring each indicator observed and agrees on the flow or series of supervision implementation. The concept of supervision cannot be equated with inspection, inspection emphasizes power and is authoritarian, while supervision emphasizes friendship based on providing services and better cooperation among teachers, because it is democratic (Pitaloka & Wahyudin, 2023).

### **3. Supervisors and teachers meet to agree on a schedule, deliver supervision instruments**

The results of observations and interviews conducted by researchers show that there are two observations made by supervisors, namely document observation by presenting the teacher on the grounds that it is easy to confirm the documents prepared and there are also supervisors who are not attended by teachers when the supervisor conducts document observation on the grounds that it is based on an agreement between the supervisor and the teacher where when the supervisor's schedule to make observations the teacher has a teaching schedule and other reasons so that the supervisor can make in-depth observations. Basically, observations are carried out flexibly according to the needs and agreements between supervisors and teachers.

### **4. Filling in the assessment form, the supervisor fills in the assessment form in accordance with the direction at the perception meeting which is in accordance with the documents that the teacher compiled.**

### **5. Determining the timing of the turnaround (providing guidance on the correction of the plan). Conducted flexibly during the implementation of supervision**

Furthermore, based on the results of the researcher's observation of the supervision report where the researcher can find documentation of the stages of supervision implementation from the initial stage before observation, observation equipped with

assessment instruments and recap of assessment results and documentation of each stage of supervision implementation which is the basis for researchers in stating that the implementation of academic supervision on teachers in planning at Madrasah Tsanawiyah M. Basiuni Imran is carried out properly in accordance with supervision implementation procedures.

#### 4. Evaluation

The implementation of supervision evaluation in preparing lesson plans at Madrasah Tsanawiyah M. Basiuni Imran Sambas is carried out in order to, *first*, see the performance of teachers in preparing plans. *Second*, see the extent of the success of the guidance on planning. *Third*, provide an assessment of teachers in preparing lesson plans. However, the evaluation has not yet reached the evaluation of the overall learning implementation. This is the basis for researchers to convey in the form of input on the evaluation of supervision in Madrasah Tsanawiyah M. Basiuni Imran Sambas needs to be done, namely evaluating the implementation of supervision as a whole from the results of the analysis (the findings in the form of obstacles or obstacles) encountered by supervisors in conducting supervision and solutions or alternatives to overcome these findings. Evaluation can be done with a meeting among the supervision team that discusses shortcomings and obstacles and looks for solutions that can be done in the next supervision. Furthermore, the results of the supervision can be conveyed and discussed at the supervision evaluation meeting together with the teacher.

#### 5. Follow-up

Follow-up of academic supervision in preparing lesson plans at Madrasah Tsanawiyah M. Basiuni Imran Sambas is carried out as an effort in the form of corrective action in preparing lesson plans so that they can be used as a guide in the implementation of learning. Follow-up supervision carried out by making improvements, it is necessary to provide guidance through guidance to teachers in preparing lesson plans with improvements. This is a researcher's recommendation for the implementation of academic supervision at madrasah Tsanawiyah M. Basiuni Imran in preparing lesson plans.

#### **Developing Learning Plans After Academic Supervision**

Arranging lesson planning after academic supervision can be seen from the results of interviews with supervisors and teachers. Based on the results of interviews with teachers in preparing lesson plans after academic supervision in the form of syllabus, annual program, semester program and lesson plans. As conveyed by Mrs. Isda Nursida said that:

Teachers prepare the syllabus in accordance with Permendikbud no. 37 of 2018 for general subjects, and refer to KMA no. 183 & 184 of 2019 for Islamic religious subjects. Teachers compile annual programs and semester programs are increasingly well organized and the placement of time allocations becomes more detailed in each learning indicator to be achieved. Furthermore, teachers in preparing lesson plans in choosing learning models are in accordance with the teaching material and learning syntax in accordance with the chosen learning model.

This is also conveyed by Mr. Julhanijam as a teacher in planning planning after academic supervision: After planning supervision I can compile a syllabus by being able to adjust between basic competencies sourced from the Ministry of Education and Culture not from the internet which are derived from GPA, selecting and preparing subject matter in achieving basic competency demands, and formulating learning objectives in accordance with GPA demands. In preparing the annual program after supervision, it is better to adjust the annual program and content from the syllabus, the time allocation is in accordance with the distribution of effective weeks from the analysis of the education calendar. In preparing the semester program after supervision, it is more able to adjust and reduce the content of the syllabus then the year program and describe it in the semester program. as well as in the preparation of lesson plans after supervision, it is more able to adjust and reduce it from the syllabus, compile protas based on the content in the syllabus, describe in the form of a distribution of time allocations for each kd from the syllabus and protas can choose a more appropriate learning model for each material. (Interview Result)

Overall, based on the results of interviews with supervisors and teachers, it can be concluded that after conducting academic supervision in preparing lesson plans, it has an impact on good planning documents, this is in accordance with the researchers found that teachers can prepare lesson plans in accordance with the provisions in preparing lesson plans (Asikin, 2018; Hasanah & Kristiawan, 2019). Although there are some observation notes on the planning documents that need to be corrected, it does not eliminate the essence where the teacher has been able to prepare lesson plans properly, namely in accordance with the provisions after academic supervision. This is in accordance with the function of academic supervision, namely improving teacher actions towards a better way of carrying out learning, namely in preparing lesson plans. Thus, academic supervision of teachers in preparing lesson plans has an impact on changes in teachers in preparing lesson plans according to procedures that can be used as learning guidelines.

#### **E. Conclusion**

The study of the implementation of learning supervision by teachers in preparing lesson plans at Madrasah Tsanawiyah M. Basiuni Imran Sambas shows that academic supervision has a positive impact on the quality of lesson plans prepared by teachers. Teachers succeeded in compiling learning planning documents, such as syllabus, annual program, semester program, and lesson plans (RPP), in an orderly manner in accordance with the rules. Learning supervision which consists of planning, implementation, evaluation, and follow-up helps teachers to improve and enhance the quality of lesson planning documents. Although there are some observations that need to be improved, the essence of lesson planning is still fulfilled. This shows that academic supervision can help teachers be more skilled and directed in lesson planning so as to support a more structured and quality learning process.

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