

**THE TITLE SHOULD BE CONCISE, INFORMATIVE AND CLEAR,
ALLOWED TO INCLUDE A SUBTITLE ACADEMIC
SUPERVISION MANAGEMENT OF SCHOOL PRINCIPLES TO
IMPROVE PROFESSIONAL COMPETENCE ALIYAH
MADRASAH TEACHER IN BANDUNG REGENCY
(CASE STUDY ON MA AR-ROSYIDIYAH AND MA AL-
MUFASSIR PASEH)**

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Abstract

The general objective of this study is to identify and describe the academic supervision of the principal to improve the professional competence of Madrasah aliyah teachers in Bandung Regency. This study uses a qualitative approach and descriptive method. Collecting data using interviews, study documentation and observation. The results showed that the planning was prepared referring to the identification of problems faced by teachers based on the results of the previous year's supervision such as assessment, coaching, assisting teacher difficulties, and SWOT analysis, then poured into the Academic Supervision Plan (RKA) program according to the needs of the teacher; Organizing is regulated and allocated among stakeholders so that organizational goals can be achieved effectively, as well as the principal's work program plan through the RKA and RKM in the annual program. Academic supervision by the principal is carried out in three stages, namely: an initial survey before conducting academic supervision, class visits, reviews and solutions. Evaluation, including job descriptions and documentary evidence. Evaluation is carried out at the end of each semester. In improving the competence of teachers, principals also found several obstacles in the field, an effort to solve the inhibiting factors is to organize training based on the needs of the teachers. Guidance through teacher training to improve the competence of principal teachers also found several obstacles in the field, the solution effort was to organize training based on the needs of teachers.

Keywords: Management, Academic Supervision, Professional Competence

A. Introduction

Education is an effort to improve human dignity. This is in Law no. 20 of 2003 concerning the National Education System, that National Education functions to: Develop capabilities and shape the character and civilization of the nation that is useful in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. and become democratic and responsible citizens (UU No.20 tahun 2003, 2003).

The success of an educational institution is determined by a leader. A leader is someone who has the ability to influence other people so that they can work together according to the plan to achieve the goals set. Bernard Kutner, in Evendy M. Siregar states that: In leadership there is no universal principle, what appears is the leadership process and the pattern of relationships between leaders. The main function of leadership lies in a special type of representation (group representation). A leader must represent his own group. Representing the group means that the leader represents the administrative function in an executive manner. This includes the coordination and integration of various activities, crystallization of group policy and assessment of the types of events that have recently occurred and carry out the functioning of the group. In addition, a leader is also an intermediary from people in his group outside the group (Siregar., 1989).

In improving the quality of education, it is necessary to provide education that has experts or professional teaching staff so that it requires guidance and direction from the head of the madrasa as a leader and person in charge. Law number 14 of 2005 concerning Teachers and Lecturers, Chapter 11 Article 1, that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education" (UU No 14 Tahun 2005, 2005).

Law on Teachers and Lecturers No. 14 of 2005 and Government Regulation No. 19/2005 states that teacher competencies include:

personality, pedagogic, professional, Teachers who have competence will be able to master the material (material) they teach, manage learning programs, manage classes , using media/sources, mastering educational foundations, managing learning interactions, and assessing student achievement for teaching purposes, that teacher professionalism can be identified in the form of motivation, commitment and responsibility to carry out the learning process (Pemerintah RI, 2005). School administration must be oriented to the formation of competent and civilized human beings. To realize these positive efforts, the existence of professional teachers is a necessity. The principal as the head of an educational institution has a big responsibility to realize these positive efforts.

The phenomenon is that many teachers complain because they are not ready to follow the implementation of the new curriculum. This is due to limited information. Information obtained from school principals is still lacking, while other sources are limited. Because the teacher is the main actor. No matter how great technology develops, the success of its implementation depends on the teacher in the learning process. Likewise, the leadership of the principal with Islamic values will clearly provide awareness to teachers of their duties and responsibilities, but leadership values such as the development of innovative learning models have not been implemented.

Law No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation no. 74 concerning Teachers, that teachers act as designers, movers, evaluators, and motivators. The three indicators of teacher professionalism, namely: learning planning (input), implementation of learning (process) and evaluation of learning (output) are carried out by the teacher well, so teacher professionalism can be said to be good. To make teachers as professionals, it is necessary to hold continuous and continuous coaching, and make teachers as workers need to be considered, appreciated and recognized for their professionalism. Academic supervision is one of the duties of principals, senior teachers and the supervisory team from the Education Office in fostering teachers through the supervisory function.

Many definitions put forward by experts regarding supervision. The following is the explanation of several experts, Asf, Jasmani :

- a. Willes (1987) formulated that supervision as an aid in developing a better teaching and learning situation.
- b. Adam and Dickey formulate that supervision as a servant especially concerns the improvement of the teaching and learning process.
- c. Willes (1987) mentions "Supervision is assistance in the development of better teaching learning situation".
- d. Meanwhile, in the view of the Ministry of National Education formulating supervision as guidance given to all school staff so that they can increase their ability to develop better teaching and learning situations (Asf, Jasmani & Syaiful, 2013).

Government Regulation No. 19 of 2005 concerning National Education Standards "professional competence is the ability to master learning materials broadly and deeply" which includes: (a) concepts, structures, and scientific/technology/artmethods that are overshadowed/coherent with teaching materials; (b) teaching materials in the school curriculum; (c) conceptual relationships between related subjects; (d) application of scientific concepts in daily life; and (e) professional competition in a global context while preserving national values and culture (Presiden Republik Indonesia, 2005).

According to Samani, The full figure of professional teacher competencies includes: firstly the ability to know deeply the students served, secondly mastery of scientific and educational fields of study, namely the ability to package educational learning materials, thirdly the ability to organize educational learning which includes:

- a. Learning design
- b. Implementation of learning
- c. Assessment of learning processes and outcomes
- d. Utilization of assessment results on learning processes and outcomes as a trigger for continuous improvement, and fourth, continuous professional development. These four areas of competence can be viewed in terms of knowledge, skills, and

attitudes which are a unified whole but have two inseparable dimensions, namely the academic dimension (academic competence) and the professional dimension (professional competence). Academic competence has more to do with conceptual knowledge (Samani, 2010).

Based on the results of preliminary research at Madrasah Aliyah Al-Mufassir, MA MA Ar-Rosyidiyah, it seems that there is still a lack of teacher professionalism in improving the quality of student teaching and learning activities. The role of the madrasah principal is to monitor and improve the quality of the teacher's learning process, but in reality the teacher's performance is still not optimal in the learning process at Madrasah Aliyah in Bandung Regency has not been able to bring a fundamental change.

B. Method

The approach in this study uses a qualitative approach. Qualitative research has certain procedures that researchers need to follow in a systematic, controlled, empirical, and critical way and scientific elements are contained in observational activities that are participatory observation and recorded in an expression of strict rational thinking. Data collection techniques used are observation, interviews and documentation studies. This observation is carried out directly on various coaching activities carried out by the Principal in an effort to improve the quality of education in the School which includes: Teachers, Teaching and Learning Processes, and the school environment. Nasution suggests that "the intensity of observation participation can be carried out in five levels, namely from zero participation, passive, moderate, active, to full participation, taking into account observations starting from activities as spectators then from time to time participating in situations or activities that are currently ongoing. take place" (Nasution, 1988).

According to Sudjana, "interview is the process of collecting data or information through face-to-face between the questioning party and the answering party" (Sudjana, 2000). In this interview, the researcher provided interview guidelines, for the Principal of MA Al-Hidayah and MA Al-Mufassir. The purpose of collecting the data is to obtain detailed

and in-depth information regarding the views of the Principal on efforts to improve the quality of education, teacher performance, and the responsibilities and expectations of the Principal on the results expected by the School. Documentation studies are collecting documents and data needed in research problems and then examining them intensely so that they can support and add to the belief and evidence of an incident.

C. Finding and Discussion

1. Finding

a. MA Ar-Rosyidiyah

Planning For The Principal's Academic Supervision To Improve The Professional Competence Of MA Ar-Rosyidiyah Teachers

Based on the research findings, that the action plan of academic supervision is by setting the vision, mission, goals, intermediate work plan, annual work plan. For the annual medium-term work plan, the activities are student affairs, curriculum, KBm, educators, education staff, facilities and infrastructure, financing, culture, school environment, partnership cooperation. Principals need to identify the current school mission in order to achieve the desired goals by implementing strategies. Identification starts from the strengths and weaknesses of the internal environment and the opportunities and threats of the external environment.

After that a strategy is formulated, implements the strategy until it is finally evaluated whether the strategy has gone well or not. In addition to carrying out its functions, the principal has the task of formulating strategies and missions so that he knows which direction to go and knows how to get there in order to achieve the operational goals of an educational institution. The success of the strategy is very dependent on the ability in leadership to build commitment, link the right strategy and vision, manage resources that support the implementation of the strategy.

Organizing The Principal's Academic Supervision To Improve The Professional Competence of MA Ar-Rosyidiyah Teachers

According to the principal, the process of organizing is shown in three steps, namely:

1. Details of all work that must be carried out to achieve organizational goals.
2. The division of the total workload into activities can logically be carried out by one person
3. Procurement and development of a mechanism to coordinate the work of members of the organization into an integrated and harmonious whole.

Implementation Of The Principal's Academic Supervision To Improve The Professional Competence Of Ma Ar-Rosyidiyah Teachers

The implementation of the principal's academic supervision to improve the professional competence of MA Ar-Rosyidiyah teachers begins with monitoring matters relating to learning activities such as administrative readiness, media and the suitability of the strategy or method used with the subject matter that will be delivered to students, as well as monitoring implementation of content standards, graduate competency standards, process standards and assessment standards. Procedurally the implementation of supervision begins with coaching and then monitoring and assessing the professional competence of teachers, the implementation of supervision begins with monitoring the implementation of learning and learning, to see how far the preparation and implementation of learning are carried out by teachers, to see the shortcomings and strengths of teachers, when teachers face problems in the learning process, will result in less effective learning, at times like this the supervisor shows his role as someone who is able to provide solutions, so that the implementation of supervision has a significant impact on the teacher.

From the above process, the implementation of academic supervision is carried out using a collaborative approach, namely an approach that combines direct and indirect approaches into a new approach. Through a collaborative approach, the teacher will feel more appreciated and at the same time get an explanation of the problems faced, by itself a collegial relationship will be built between the supervisor and the teacher, this will make it easier for the supervisor in carrying out his duties, because the teacher will automatically convey the problems he faces in learning activities. , and supervisors easily identify and advise on the teacher's problems.

Evaluation Of The Implementation Of The Principal's Academic Supervision To Improve The Professional Competence Of MA Ar-Rosyidiyah Teachers.

Based on the results of interviews regarding the process of evaluating the implementation of supervision including the stages of success criteria for the implementation of professional coaching programs, parties involved in evaluation, evaluation techniques and tools in coaching, observation, dialogue, questionnaires and reporting activities.

Constraints and Solutions to implementing the principal's academic supervision to improve the professional competence of MA Ar-Rosyidiyah teachers in Bandung Regency

The problem of the principal's academic supervision activities to improve the professional competence of MA Ar-Rosyidiyah teachers comes from two factors including:

1. Teacher factors, namely the lack of teacher commitment in improving their abilities as professional teachers, lack of creativity and not being able to innovate in learning activities. So that the learning carried out does not vary, and learning tends to be one-way.
2. Supporting factors, this greatly affects the achievement of learning objectives, the media is one of the learning supports that has a major influence on students'

understanding which has relevance to learning materials, especially in the context of contextual learning of students. A comfortable, beautiful and calm environment really helps students in the learning process.

In dealing with these obstacles, the principal has a strategy, tries to build teacher awareness with a persuasive approach, does not consider himself to be in a higher position than the teacher, but the supervisor builds a collegial relationship with the teacher, so that the teacher feels that the presence of a supervisor gives its own meaning in solving the problems it faces. so that by itself the teacher openly accepts input and suggestions submitted in improving quality.

b. MA Al-Mufassir

Planning For The Principal's Academic Supervision To Improve The Professional Competence Of Teachers.

The principal has applied the principles of the approach by taking persuasive educative steps, namely inviting teachers through the vision and mission (output of students with good morals), as well as persuading subject teachers to MGMP activities. The principal not only prioritizes the cognitive domain but the affective domain needs to be used as an assessment for a teacher, the principal also focuses on the development of teaching and learning and prioritizes customer quality, in this case students as students at Madrasah aliyah Al-Mufassir Paseh in Bandung Regency.

Based on the results of interviews and observations made, in the application of the Principal's Leadership Strategy to improve the professional competence of Madrasah aliyah Al-Mufassir teachers in Bandung Regency. Steps taken by schools to improve teacher performance through increasing the use of information technology that is currently developing and encouraging teachers to master it. Through information technology owned both by the region and by individual schools, teachers can do several things including: (1) conducting searches and searching for library

materials, (2) building an Artificial Intelligence Program (artificial intelligence) to model a teaching plan, (3) provide convenience to access what is called a virtual classroom or virtual university, (4) marketing and promotion of research work.

Organizing The Principal's Academic Supervision To improve the professional competence of teachers.

The principal of the school organizes. Head of Madrasa aliyah Al-Mufassir in Bandung Regency. in this case use and utilize the available resources as well as possible. Although limited, the resources they have are initial capital in doing work. For this reason, the art of managing resources is a managerial skill that cannot be abandoned.

Aspects in organization and organizing process, namely division of labor, departmentalization (departmentation), formal organizational chart, chain of command and unity of command, levels of management hierarchy, communication channels, use of committees and management spans of informal groups are unavoidable.

Implementation Of The Principal's Academic Supervision to Improve The Professional Competence of Teachers

The implementation is prepared based on the results of the evaluation and analysis of the implementation of academic supervision in the previous year which will have an impact in the form of improvements as well as improving the quality of the process and output of the direct learning process carried out by subject teachers as indicated by improvements in:

1. Increasing teacher understanding of the Education Unit Curriculum (KTSP) with an emphasis on:
 - a) The KTSP review is in the form of a study of the development of the syllabus according to the needs of each subject.
 - b) Formulation of Basic Competencies and Indicators.

- c) Preparation of RPP
- d) Use of more varied learning methods and models and increase the enthusiasm of students in the learning process
- e) Use of assessment instruments in accordance with the demands of competence
- f) Implementation of an effective and efficient learning process with reference to the demands for mastery of competence

In order for the implementation of this Academic Supervision to be effective and to be able to visit all subject teachers. Supervision consists of: Principal, Supervising Supervisor, Deputy Head of Madrasah aliyah Al-Mufassir Paseh and Senior Teachers who are competent and deemed worthy and able to carry out Supervision.

2. Academic Supervision Implementation Schedule

Academic Supervision Implementation Schedule is prepared by taking into account the effective day of study and is compiled on the Odd Semester Academic Supervision Implementation Schedule and Even Semester Academic Supervision Schedule.

3. Managerial Supervision Plan

The implementation of Internal Supervision in the managerial field of schools is carried out in each activity unit within the managerial ranks. The implementation is carried out jointly by the Principal together with the Supervisory Supervisor in each unit with the main targets being improvements to:

- a) Performance of the Curriculum Development Team in reviewing and revising the KTSP
- b) The need to form a solid Curriculum Development Team
- c) Improving the management of facilities and infrastructure

- d) Improved environmental management and school culture
 - e) Improved management information system
 - f) Improved Partnership and cooperation with stakeholders/DU-DI
 - g) Improvement of Workshop and Labor Management Management as well as optimizing their use in order to improve student competence
 - h) Increasing self-development activities including 4 counseling services and improving the quality of extra-curricular activities
4. Managerial Internal Supervision Implementation Schedule

The schedule for the implementation of managerial internal supervision will be prepared together with the supervisor of Madrasah aliyah Al-Mufassir Paseh adjusted to the managerial coaching program of the Supervisory Supervisor.

Evaluation of The Implementation of the Principal's Academic Supervision To Improve The Professional Competence Of Teachers

Based on the results of research conducted at aliyah Al-Mufassir, it is known that the principal has evaluated the teacher's performance. The evaluation activities are carried out by the principal in a planned and systematic manner. Planned here means that the work has been stated in the academic supervision plan which is divided into annual and semester supervision plans as explained in the previous section. Meanwhile, systematic means that the evaluation of academic supervision is carried out on the learning planning program carried out in the classroom using the steps that have been arranged.

Based on the results of interviews with school principals that the implementation of Academic Supervision of the Madrasah aliyah Al-Mufassir principal to improve the professional competence of Madrasah aliyah Al-Mufassir Paseh teachers in Bandung Regency which was compiled based on the results of the

evaluation and analysis of the implementation of academic supervision in the previous year would have an impact in the form of improvement as well as quality improvement the process and output of the direct learning process carried out by subject teachers in the classroom as indicated by improvements in:

1. Increasing teacher understanding of the Education Unit Curriculum (KTSP) with an emphasis on:
 - a) The KTSP review is in the form of a study of the development of the syllabus according to the needs of each subject.
 - b) Formulation of Basic Competencies and Indicators.
 - c) Preparation of RPP
2. The use of methods and learning models that are more varied and increase the enthusiasm of students in the learning process
3. Use of assessment instruments in accordance with the demands of competence
4. Implementation of an effective and efficient learning process with reference to the demands for mastery of competence

The results of supervision, then evaluated, are seen with patron standards, namely process standards and educator competency standards. That's how it goes. Overall (congressive) supervisory activities that take place in one period, marked by the preparation of the program to the follow-up.

Obstacles and Solutions to the implementation of the principal's academic supervision to improve the professional competence of teachers.

Several obstacles in the field were found, including the low quality of human resources (HR), lack of awareness of teachers in enforcing discipline and low awareness of disciplined students. The obstacles felt by the head of Madrasah aliyah Al-Mufassir in Bandung Regency were the unequal quality of human resources (HR) of staff and teachers, lack of awareness of teachers in discipline and low awareness of students in carrying out discipline so that efforts to improve teacher competence were a bit

constrained. The results show that the head of Madrasah aliyah Al-Mufassir in Bandung Regency looks very respectful of the problems that arise in the implementation of teacher competency improvement activities at Madrasah aliyah Al-Mufassir Paseh in Bandung Regency, so he makes new breakthroughs, in order to improve the quality of teachers. in learning according to existing abilities. Because with the creativity of teachers, the learning process has increased and can trigger and grow the quality of output.

The solution to the inhibiting factors in improving the competence of Madrasah aliyah Al-Mufassir teachers in Bandung Regency is to organize training based on the needs of Madrasah aliyah Al-Mufassir teachers in Bandung Regency. The training carried out in accordance with the previously identified needs of teachers is expected to be an alternative to solving these problems. Through these activities, it is expected to increase the professionalism of teachers in carrying out the teaching and learning process which will ultimately lead to increasing the quality of students as the nation's next generation.

In addition, some actions to overcome these obstacles are as follows:

- a) Performance improvement/continuity improvement
- b) Building academic culture in schools/quality culture
- c) Implementing a quality system, implementing a set of commitments among teachers and documented in quality development
- d) Building a culture of democracy/openness/transparency.

Some of the solutions that the Head of Madrasa aliyah Al-Mufassir did in tackling the inhibiting factors include:

- a) Creating a comfortable and conducive atmosphere among all educators and education staff through family activities.
- b) Giving awards to educators and educational staff who excel and reprimands for those who violate.
- c) Deliberation for consensus as a form of problem solving.

- d) Conduct innovation and renewal as motivation to improve teacher competence.

In addition, several ways to overcome other obstacles are performance improvement/continuity improvement, building an academic culture in schools/quality culture, implementing a quality system, implementing a set of commitments among teachers and documented in quality development, building a democratic culture/openness/transparency.

In overcoming the problems that exist in Madrasah aliyah Al-Mufassir from the inhibiting factors, training is held based on the needs of teachers that have been identified previously. Through these activities, it is expected to increase the professionalism of teachers in carrying out the teaching and learning process which will ultimately lead to increasing the quality of students as the nation's next generation. In addition, there are several ways to overcome other obstacles Creating a comfortable and conducive atmosphere among all educators and education through family activities, Giving awards to educators and educational staff who excel and reprimands for those who violate, Deliberation for consensus as a form of problem solving, Conducting innovation and renewal as motivation to improve the professional competence of teachers.

2. Discussion

a. Planning For School Principals' Academic Supervision To Improve The Professional Competence of Madrasah Aliyah Teachers In Bandung Regency.

Every program or concept requires prior planning before it is implemented. Planning is a way of approaching a problem. In approaching the problem, the planner formulates what will be done and how to do it (Purwanto, 2006). Uno says that "planning is a satisfactory way to make activities run well, accompanied by various anticipatory steps in order to minimize the gaps that occur

so that these activities achieve the goals that have been set" (Uno, 2011)

Academic supervision of the principal to improve the professional competence of teachers at Madrasah Aliyah Al-Mufasssir, MA Ar-Rosyidiyah. in carrying out the roles and functions of the Principal based on Permendiknas No. 19 of 2007 is to have five (5) competencies. Five competencies that must be mastered by a school principal are: personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence (Kemendiknas, 2007). The principal has applied the principles of the approach by taking persuasive educative steps, namely inviting teachers through the vision and mission (output of students with good morals), as well as persuading subject teachers to MGMP activities. The principal does not only prioritize the cognitive domain but the affective domain needs to be used as an assessment for a teacher, the principal also focuses on the development of teaching and learning and prioritizes customer quality, in this case students as students at Madrasah Aliyah Al-Mufasssir, MA Ar-Rosyidiyah , the Principal has carried out 10 tasks, namely:

- 1) The accuracy of the teacher attending / entering class
- 2) The presence of the teacher in the classroom
- 3) Teacher-student communication/Question-answer opportunity or discussion
- 4) Proactive teacher
- 5) The ability of teachers in mastering teaching materials
- 6) Clarity of teaching teacher material delivery
- 7) Illustration in PBM through technology
- 8) Punctuality of sharing daily test results
- 9) Punctuality in carrying out the test/remedial
- 10) The suitability of the question with the material.

Madrasah Aliyah Al-Mufasssir, MA Ar-Rosyidiyah has built a commitment to the performance assessment of all school personnel, where the Principal is assessed by all personnel,

teachers are assessed by students, and TU is assessed by teachers. The Teacher Assessment Criteria are as follows 0-20 for attendance and 0-30 for administration.

b. Organizing The Academic Supervision Of School Principals to Improve The Professional Competence Of Madrasah aliyah teachers in Bandung Regency.

Purwanto defines an "organization is an activity of compiling and forming working relationships between people so that a unity is realized in achieving the goals that have been determined" (Purwanto, 2006). The management of the academic supervision organization carried out by the deputy principal is by making a schedule starting from the division of the schedule for the order of the teachers to be supervised and the day of implementation. The vice principal in the curriculum field will provide an empty list containing the day, date and time of supervision which will then be filled in by the teachers to determine the supervision schedule based on their respective readiness. Then the schedule will be reported to the principal and then it will be socialized again if it has been approved by the principal.

Organizing in realizing the supervisory work program in the form of annual and semester work programs that include managerial supervision work programs and academic supervision work programs (which focus on teachers and compilers and implementing lessons), monitoring programs, coaching programs and assessment programs. Classification in the work program compiled is collective. Individual annual work programs and individual semester work programs.

c. Implementation Of The Principal's Academic Supervision To Improve The Professional Competence Of Madrasah Aliyah Teachers In Bandung Regency

Academic Supervision is a business that is helping or serving teachers in order to improve, develop, and improve the Teaching and Learning Process, as well as providing effective

and efficient learning conditions in order to achieve educational goals and improve the quality of education. This is as Purwanto, that the assistance or service provided by the principal in question is assistance provided by providing guidance and direction to teachers to be able to develop learning management which consists of preparing lesson plans, implementing learning and assessing learning achievement (Purwanto, 2006).

Implementation of the Principal's Academic Supervision in improving the professional competence of teachers In Madrasah Aliyah Al-Mufassir and MA Ar-Rosyidiyah, there are three important things that are planned in supervising the learning process. The three important things are monitoring, supervision, and evaluation. Monitoring planning is realized in the form of monitoring actions. Monitoring actions are carried out as planned. The methods, techniques, procedures, and instruments used refer to the program or plan made. With this reference, every monitoring activity can be controlled and measured. The product or the result is data or information in the form of documents, records, or records.

Learning supervision is carried out by providing examples, discussions, training, and consultations (Permendiknas No. 41 Tahun 2007, 2007). Supervision activities carried out by the head of the education unit and school supervisors are activities to improve and or improve. The implementation of academic supervision of principals in SMA and Madrasah is carried out in relation to the learning process including mastery of material, selection of methods, and selection of learning media. The two clinical supervisions include the teacher's teaching process, the interaction of the teacher with the supervisor, namely the principal, the teacher's appearance in teaching, and data analysis based on learning events in the classroom. The technique used is an individual technique, namely class visits, private conversations, formal conversations and informal conversations.

The implementation of Academic Supervision is prepared based on the results of the evaluation and analysis of the implementation of academic supervision in the previous year and will provide improvements as well as improvement in the quality of the process and output of the direct learning process carried out by subject teachers in the classroom, which is indicated by improvements in teacher understanding of the Education Unit Curriculum (KTSP) with emphasis on:

- a) KTSP review in the form of a study of the development of the syllabus according to the needs of each subject.
- b) Formulation of Basic Competencies and Indicators.
- c) Preparation of RPP
- d) The use of methods and learning models that are more varied and increase the enthusiasm of students in the learning process
- e) The use of assessment instruments in accordance with the demands of competence
- f) Implementation of an effective and efficient learning process with reference to the demands for mastery of competence

Meanwhile, according to Mulyasa, supervision techniques that are widely used so far are class visits and class observations, individual discussions, group discussions, teaching demonstrations, and professional libraries (Mulyasa, 2018). The implementation of the third supervision is evaluation, by planning, implementing, and assessing the learning process/outcomes. The third implementation of supervision is evaluation. Evaluation is carried out on the competence of educators in planning, implementing, and assessing learning processes/outcomes. Evaluation is linked to national education standards, namely process standards and educator competencies.

The implementation of the supervision of the learning process is a series of rigging in the form of cycles or rounds. Monitoring is carried out to collect information or data.

Information or data shows a real picture of the learning process. From the real picture, supervision is carried out in the form of repairs and or improving the quality of the learning process. The results of supervision, then evaluated, are seen with patron standards, namely process standards and educator competency standards. That's how it goes. Overall (congressive) supervisory activities that take place in one period, marked by the preparation of the program to the follow-up. It will include assessment, coaching, monitoring, analysis of results, evaluation, and reporting.

d. Evaluation Of The Implementation Of The Principal's Academic Supervision To Improve The Professional Competence of Madrasah aliyah teachers in Bandung Regency.

Based on the results of interviews with school principals that the implementation of the Principal's Academic Supervision to improve the professional competence of teachers in Bandung Regency which was compiled based on the results of the evaluation and analysis of the implementation of the previous year's academic supervision will have an impact in the form of improvements as well as improving the quality of the process and output of the direct learning process carried out by teachers. subject teachers in the classroom indicated by an improvement in:

- 1) Increasing teachers' understanding of the Education Unit Curriculum (KTSP) with an emphasis on:
- 2) KTSP review in the form of a study of the development of the syllabus according to the needs of each subject.
- 3) Formulation of Basic Competencies and Indicators.
- 4) Preparation of RPP
- 5) The use of methods and learning models that are more varied and increase the enthusiasm of students in the learning process
- 6) The use of assessment instruments in accordance with the demands of competence

- 7) Implementation of an effective and efficient learning process with reference to the demands for mastery of competence.

Supervision results need to be followed up in order to have a real impact on improving teacher professionalism. This real impact is expected to be in accordance with the wishes of the community and the people concerned. These follow-ups are in the form of: Motivation or awards are given to teachers who have met the standards, coaching/guidance that is coaching is given to teachers who have not met the standards and teachers are given the opportunity to attend further training/upgrading.

e. Constraints and Solutions to the implementation of the principal's academic supervision to improve the professional competence of MA Ar-Rosyidiyah teachers in Bandung Regency.

The problems and supporters in supervision put forward by the Principal are as follows: First, internal and external supporting factors, namely the commitment among teachers to implement PBM in accordance with their rights and responsibilities, a strong culture that has been built so that the principal, teachers, TU, students have properly understood the conditions/school climate, facilities and infrastructure. has been good and can satisfy students and teachers, parents and students strongly support the program for the creation of civil society (rights and obligations are made professionally) and do not always depend on the figure of the principal. Second, the inhibiting factor internally and externally is that the ability of teachers is not evenly distributed, both in PBM, computer/IT mastery, punctuality in class entry, material mastery, teacher administration preparation and others, this is due to the nature and characteristics of each teacher. different, the teacher's infrastructure to develop the potential that is not in accordance with the teacher's competence. In carrying out its efforts to improve the competence of principal teachers, they also found several obstacles in the field, an effort to solve the inhibiting factors in the implementation of the Principal Leadership Strategy to improve the professional

competence of teachers is to organize training based on the needs of teachers. The training carried out in accordance with the previously identified needs of teachers is expected to be an alternative to solving these problems. Through these activities, it is expected to increase the professionalism of teachers in carrying out the teaching and learning process which will ultimately lead to increasing the quality of students as the nation's next generation. In addition, some actions to overcome these obstacles are as follows:

- 1) Performance improvement/continuity improvement
- 2) Building an academic culture in schools/quality culture
- 3) Implementing a quality system, implementing a set of commitments among teachers and documented in quality development
- 4) Building a culture of democracy/openness/transparency.

Some of the solutions that other school principals have done in an effort to overcome the inhibiting factors include:

- 1) Creating a comfortable and conducive atmosphere among all educators and education staff through family activities.
- 2) Giving awards to educators and education personnel who excel and reprimands for those who violate.
- 3) Deliberation for consensus as a form of problem solving.
- 4) Conduct innovation and renewal as motivation to improve teacher performance.

In addition, there are several ways to overcome other obstacles. Performance improvement/continuity improvement, Building academic culture in schools/quality culture, Implementing a quality system, implementing a set of commitments among teachers and documented in quality development.

E. Conclusion

In general, it can be concluded that the principal's academic supervision to improve the professional competence of madrasah aliyah teachers in Bandung district, especially at MA Ar-Rosyidiyah and MA Al-Mufassir Paseh is quite good but there are still some obstacles that cause

the achievement is not optimal. It is said to be good, marked by the professional competence of the MA Ar-Rosyidiyah and MA Al-Mufassir Paseh teachers in carrying out their duties.

Acknowledgment

The article with the title "academic supervision management of school principles to increase professional competence of madrasah aliyah teachers in bandung district (case study on ma al-hidayah and ma al-Mufassir) is entirely his own work from the results of Nur Asyiah's research, entirely his own work and not someone else's work other.

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