

THE ROLE OF THE HEAD OF SCHOOL AS SUPERVISOR IN DEVELOPING TEACHERS' PEDAGOGIC COMPETENCE TO ACHIEVE QUALITY OF GRADUATES IN MI NURUL ISLAM, BEKASI CITY

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Abstract

This research is specifically to find out how the role of the principal as a supervisor in developing the pedagogical competence of teachers to achieve the quality of graduates at MI Nurul Islam Bekasi. This study uses a qualitative or naturalistic descriptive approach. Data collection using participant observation techniques, interviews, questionnaires and documentation. Checking the validity of the data using three techniques, namely persistence of observation, triangulation and member checking. Meanwhile, for data analysis using three flow of activities, namely data reduction, data presentation and conclusion drawing/verification. PKS (Assistant Principal). Second, the principal has not played a good role as a supervisor. Third, the implementation of supervision has not been able to run well because there are several inhibiting factors, one of which is the teacher lacks confidence in the supervisor's ability, so there is no motivation to welcome supervision activities. Fourth, teachers expect continuous supervision carried out by professional supervisors who can guide and foster teachers in developing pedagogical competencies and teaching abilities to create good quality graduates.

Keywords: *Principal's Role, Teacher's Pedagogic Competence, Quality of Graduates*

A. Introduction

Many factors affect the low grades of students. At MI Nurul Islam Bekasi, it is suspected that one of them is the teacher competency factor. If traced carefully, the teaching and learning process which is the core of the formal education process in schools occurs because of the interaction between teachers and students. This shows that the teacher plays an important role in the teaching and learning process. The teacher's role as a teacher is more oriented to the function of learning leaders, therefore teachers must plan, implement, organize and supervise the student learning process. The statement shows that teachers must be able to choose and determine appropriate teaching and learning strategies and in accordance with the abilities and characteristics of students, the learning environment and the conditions during the teaching and learning process. Teacher assistance and guidance to students both individually and in groups in carrying out learning activities is the most important part of teacher activities.

To improve the quality of education, it can be done by way of the principal improving its management, conducting supervision, increasing the competence of its personnel, empowering the environment or its community, and paying attention to information systems. The fact shows that the aspect of implementing supervision on the workings of teachers has not been widely researched or disclosed. These conditions indicate that the success or failure of an educational institution in achieving its goals and realizing its vision and mission lies in the managerial and leadership competencies of the madrasah principal, especially in mobilizing and empowering various components of the madrasah (E.Mulyasa, 2009).

Whereas the aspect of the personnel subsystem according to the biodata plays the most important role among other subsystems, because it is the personnel subsystem that carries out education. The success or failure of education is greatly influenced by the personality, in this case the teacher. As one of the implementers of education, teachers must be able to transform educational programs in the form of a curriculum to

students (students) through the teaching process. Therefore, the teacher is responsible for outlining the curriculum in learning activities. In other words, teachers must be able to transform the values contained in the curriculum to students through the teaching and learning process.

Internal factors include instrumental input devices that are not in accordance with education including the level of teacher education, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, physical and mental conditions of teachers, abuse of teacher placement management in the field of study, methodological approaches that are still traditional, lack of sense of belonging, solidarity between teachers, lack of time to prepare for teaching, too many curriculums and too heavy a burden because they accommodate too many desires without directing them to priorities, supervisors who do not function. From this statement, it is clear that the role of supervision is needed to provide guidance and help teachers to improve their ability to develop better teaching and learning situations (Muzayyin, n.d.).

B. Method

This research includes qualitative research, therefore the approach used to conduct research is a qualitative or naturalistic approach, namely by making systematic, factual and accurate descriptions and descriptions of subjects and objects, facts, and relationships between the phenomena being investigated, especially with regard to the principal's role as supervisor in relation to staff/teacher development and curriculum at MI Nurul Islam Bekasi. Research location The research was conducted at MI Nurul Islam Bekasi, which is located on Jalan Jati Mekar, Jatiasih District, Bekasi City. The qualitative paradigm is a paradigm that emphasizes understanding of the natural problems of social life based on a holistic, complex and detailed reality or natural setting. a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2002). Techniques To obtain relevant data, data collection techniques used in this study were: (1) participant observation, (2) interviews, (3) questionnaires, and (4) documentation. Informants can be defined as people who respond or

answer the questions of researchers or can also be called people who provide information needed by researchers (Muslimah, 2015). Research instrument is a tool used to measure the observed phenomena. Qualitative researchers as human instruments, have the function of determining the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and making conclusions on their findings (Arikunto, 2010). Through a grid of questions (interviews) and research instruments related to the method of qiroatil quran, Tajweed, recitation (*rhythm*) reading the Quran. Data analysis techniques analyzed the state of the method, Tajweed and rhythm of reading the Koran used in pre-research Islamic boarding schools by looking for book reading references literature literacy, while researching. Will conduct observations, interviews and documentation and research data will be processed, the researcher will continue the question again, until a certain stage, obtained data that is considered credible. Data analysis steps are Data Reduction, data display and conclusion drawing. Checking the validity of the data can be done by extending observations, increasing persistence in research, triangulation, discussions with colleagues, analyzing negative cases and giving checks (Hikmawati, 2017).

C. Finding and Discussion

The duties and responsibilities of the madrasah principal are planning, organizing, directing, coordinating, supervising and evaluating all Madrasah activities covering the fields of teaching and learning processes, teacher professionalism improvement and development, office administration, student administration, employee administration, equipment administration, financial administration, library administration and public relations administration.

Leadership in English is often called Leader from the root word to lead and its activities are called leadership or leadership which means moving faster, walking forward, taking the first step, doing first, pioneering an action, directing thoughts or opinions, guiding and moving others. through his influence. In Law no. 14 yrs. 2005 Article 8, written several things that must be owned by teachers and lecturers, namely: 1).

Academic Qualifications, at least graduated from Bachelor or Diploma level 4., 2). Competence, which will be emphasized again during teacher professional education. 3). Educator Certificate, given after carrying out teacher certification and is declared to have met professional standards. 4). Physically and Spiritually Healthy. 5). Have the ability, to support the realization of the National Education Goals. As explained above, teachers must have competencies that will support their professional duties. Based on the Law on Teachers and Lecturers, there are 4 competencies that must be possessed by a teacher, namely; To further clarify the picture above and provide a better understanding, complete for teachers and lecturers is described as follows:

a. Pedagogic Competence

Teacher Pedagogic Competence is the ability or skill of teachers who can manage a learning process or teaching and learning interactions with students. There are at least 7 aspects of Pedagogic competence that must be mastered, namely:

1. Characteristics of the students. From information about the characteristics of students, teachers must be able to adapt to help learning for each student. Characteristics that need to be seen include aspects of intellectual, emotional, social, moral, physical, and so on.
2. Learning theory and teaching principles of learning. The teacher must be able to explain the theory of the lesson clearly to the students. Using a certain approach by applying creative strategies, techniques or methods.
3. Curriculum development. Teachers must be able to compile a syllabus and lesson plans in accordance with the provisions and needs. Developing curriculum refers to relevance, efficiency, effectiveness, continuity, integrity, and flexibility.
4. Educational learning. The teacher does not only deliver the subject matter, but also provides assistance. Subject matter and material resources must be optimized to achieve these goals.
5. Development of the potential of students. Every student has different potential. Teachers must be able to analyze this and apply appropriate learning methods, so that each student can actualize his potential.

6. How to communicate. As a teacher, you must be able to communicate effectively when delivering teaching. Teachers must also communicate politely and empathize with students.
7. Assessment and evaluation of learning. The assessment includes the results and the learning process. Done continuously. Evaluation of the effectiveness of learning should also be done (Trimono, n.d.).

Fatah Syukur stated that quality itself has many criteria that change continuously. Although there is no universally accepted definition of quality, there are some similarities from the notion of quality or quality in the following elements:

Quality includes efforts to meet or exceed customer expectations. 2. Quality includes products, services, people, processes, and the environment. 3. Quality is an ever-changing condition (for example, what is considered quality today may be considered less quality in the future). Improving the quality of education is a development target in the field of national education, and is an integral part of efforts to improve the quality of Indonesian people (overall). As stated in Article 3 of Law No. 20 of 2003 concerning the National Education System states: "That national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and devoted to God Almighty, noble character, healthy, compassionate, capable, creative, independent, and become a democratic and responsible citizen. According to Sagala, improving the quality of education is achieved through two strategies, namely: (1) Improving the quality of education that is academically oriented, to provide a minimum basis for the journey that must be taken to achieve the quality of education required by the demands of the times, (2) Improving the quality of education oriented to life skills. essential, which is covered by a broad-based, real and meaningful education. Sagala also stated that educational institutions (schools) can be said to be of high quality, if school performance, especially student achievement, shows high achievement in; 1). Academic achievement, namely the value of report cards and passing grades meet the specified standards, 2). Having the values of honesty,

piety, politeness, and being able to appreciate cultural values, and 3). Have a high responsibility, and ability that is manifested in the form of skills, in accordance with the standards of knowledge received at school.

E. Conclusion

After going through the results of data analysis, documents, interviews and other supporters, it can be concluded that: the role of the Principal in Supervision of teachers is a very important part with the intent and purpose of getting input and real reports on teacher competence in the teaching and learning process in schools. Through the results of supervision, a school principal can follow up in the form of coaching needed for teachers. The pedagogic competence of teachers is an important factor that must be possessed by teachers as a prerequisite to become professional and reliable teachers. A teacher is not enough just to be equipped with a certificate but more importantly to be equipped with competence as a teacher. These competencies must become the tradition and character of teachers in order to achieve the quality goals of graduates. The role of the principal in the development of teacher pedagogic competence has a direct impact on the quality of graduates. A capable principal as a supervisor will be able to provide guidance to teachers in achieving their competence. Teachers who have competence are certainly able to teach well, guide and foster students to achieve maximum learning outcomes. The learning outcomes are in the form of numbers and values that exceed. Graduation standards so that it becomes the quality or quality of the school as a whole.

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