

ACADEMIC SUPERVISION AS AN EFFORT TO IMPROVE TEACHER TEACHING QUALITY AND STUDENT LEARNING OUTCOMES AT BABUSSALAM BESILAM PRIVATE TSANAWIYAH MADRASAH

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Abstract: This research discusses the academic supervision carried out by the Madrasah supervisor for teachers at the private Babussalam Besilam Tsanawiyah Madrasah. The aim is to explain how the implementation of supervision activities can improve the quality of teaching and student learning outcomes in the Madrasah, in the 2022/2023 academic year. The main focus of the research is the preparation of learning planning tools that must be made by teachers. The use of steps divided into three cycles as the main way to collect data. This method is certainly a characteristic of the type of qualitative research using the School Action Research (PTS) approach. Product moment analysis and t test as a way to manage and analyze data, with 15 teachers used as samples. The ability to prepare learning plans and learning components is an assessed criterion. The results of the research were that in cycle I the validity value of the teacher's learning planning ability was 0.730 and the learning components were 0.713, while the t test value of the teacher's learning planning abilities was 3.856 and the learning components were 1.759. In calculating the second cycle against the third cycle, the validity value of the teacher's learning planning ability was 0.911 and the learning component was 0.906, with a t test of 7,948 for the teacher's learning planning ability) and 3,701 for the learning planning component. For teacher pedagogical competence, the average score for 15 subjects in the initial activities in the first cycle to the second cycle was 0.690 for validity and 3.438 for the t test. Meanwhile, in the second cycle and the third cycle, the validity value of the initial learning activities reached 0.883 and the t test value reached 6.773. These results indicate a significant increase in teacher abilities.

INTRODUCTION

Pedagogical competence is one of the important abilities that a teacher must have. Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are required to have several competencies related to teaching and learning activities such as knowledge, skills and also behavior that must be possessed, internalized and mastered in carrying out their duties.. The aim is that student learning outcomes can improve even better. In this way, it is hoped that the educational activities carried out can achieve maximum results.

Teachers are an important component in efforts to improve the quality of national education. Qualified, professional and knowledgeable teachers not only work as teachers,

but also educate, guide, direct, train, assess and evaluate students, in order to improve the quality of education in an educational institution or school.

As educators, teachers have a significant contribution and service to society and the nation. High and low as well as progress or decline in the level of knowledge of a society and country largely depend on the education and teaching provided by teachers. The higher the ability of a teacher, the better the quality of education and teaching that children receive. (Juhji, 2016:61) says that as an educator, a teacher has the role of guide, trainer, advisor, reformer, model and role model, researcher, creativity driver, motivator, actor, emancipator, culminator and evaluator. With this role, teachers are required to try to carry out their obligations as best as possible. That way, teachers will be seen as noble by society.

Initial survey results show that several teachers at the private Babussalam Besilam Tsanawiyah Madrasah do not have a teacher education background. This of course also affects his ability to prepare learning planning tools. The learning plans they make are copies of tools available on the internet and the results of other teachers' training. This of course cannot be justified because the devices in question are not necessarily appropriate to madrasa conditions and student learning outcomes. Of course, the above conditions cannot be allowed to continue, because they will affect educational outcomes at the madrasah in question. Real solutions and actions are needed from the Head of the Madrasah as the person responsible for the success of education in the madrasah..

Several efforts have been made, including including them several times in training activities, seminars, workshops, providing various guides and modules. Apart from that, the Head of the Madrasah and several teachers who had experience teaching at the madrasah were also involved, to provide guidance regarding the preparation of the learning plan. However, the teacher's ability to plan learning at the madrasah is not yet optimal. Therefore, it is necessary to take action as an effort to improve this capability.

With various considerations, academic supervision was chosen as a planned and continuous coaching step as an effort to increase teacher pedagogical competence. This method is considered effective because every problem found can immediately be found for a solution together and the time can be adjusted to each teacher's abilities.

The above academic supervision is summarized in School Action Research activities. This activity will later be used as a scientific research, which will be realized in an article with the title "Academic Supervision as an Effort to Improve the Quality of Teacher Teaching and Student Learning Results at the Babussalam Besilam Private Tsanawiyah Madrasah".

The main problem that will be discussed in relation to the title above is how to improve the quality of teacher teaching and student learning outcomes at the private Babussalam Besilam Tsanawiyah Madrasah after academic supervision is carried out?

This research aims to find out how academic supervision carried out by Madrasah supervisors can improve teacher abilities and student learning outcomes. The benefit is that it is hoped that this research can further improve the ability to provide guidance to teachers through academic supervision. Meanwhile, for teachers, this research provides great benefits in helping to solve problems related to preparing learning plans. The

quality of a teacher's teaching can be seen from how he carries out teaching and learning activities in the classroom. In this activity the teacher will be seen to fulfill several requirements such as teaching materials for various aspects, use of facilities and administrative support, as well as several resources. Optimization of these things shows the quality of the teacher. Teachers will appear active in curriculum development activities (theoretically and practically), discover and apply the use of technology to support learning activities, create tools that can be used as media for the learning process and conduct research to create scientific writing in the field of education (Susiani, and Abadijah, 2021:296).

THEORETICAL STUDY

Academic supervision is understood as an activity used to help teachers learn to improve their skills and capacity to better master educational abilities and achieve set learning goals (Sagala, 2013). This understanding was clarified by Aribowo et.al (in Venny & Susanto, 2022:9698) who said that academic supervision is a supervisory function that is related to the implementation of the duties of guidance, supervision, assessment, training and teacher professionalism. These competencies are related to the competency aspects and main roles of teachers. As explained by Mulyasa (Mulyasa, 2012:35), this supervision aims to improve the professionalism and quality of learning carried out by teachers. Therefore, several important activities are also needed that can be carried out in supervision activities, such as providing suggestions for improvement, reporting deviations that occur, holding case conferences, and reporting the results of supervision (Kompri in Venny & Susanto, 2022: 9698). Quoted from the Ministry of Religion Magelang (2021), it was emphasized that an important aim of academic supervision is to assist teaching staff to develop their professional competence. That way, teachers can progress and develop according to the conditions of the school and students in implementing the teaching and learning process

Pedagogical competence is the word closest to teachers. According to (Susanto & Rozali, 2020) it is said that this competency is only possessed by teachers, making it different from other professions. It was explained that these competencies are a way for teachers to manage learning. Susanto, Rozali and Agustina stated that the things that are managed are the characteristics of students, personal development efforts, the curriculum being implemented, learning activities, mastery of technology, guiding student potential, communication with students, assessment and evaluation, follow-up evaluations and quality of activities. learning reflection (2019:28). This explanation reveals that teachers are required to master many abilities related to learning activities (pedagogy)

The quality of teacher teaching is a limitation of the abilities that teachers must have in the learning process. These abilities are related to teaching skills or carrying out the learning process. In this regard, teachers are required to have abilities such as mastery of material related to the current curriculum, class mastery, student mastery, assessment, evaluation and follow-up. This ability will of course have its own impact on students. The better the quality of the teacher's teaching, of course the better the learning outcomes achieved.

Learning outcomes are understood as an impact in the form of abilities (skills) on the part of students that are obtained after they experience the learning process (Nugraha, Sudiatmi & Suswandari, 2020). Almost the same opinion was expressed by (Wulandari, Refianne & Esfiyani, 2022:246), who said that learning outcomes are a competency that students have obtained after they have participated in the teaching and learning process,

which can be seen in the cognitive, affective and psychomotor aspects. These results can be in the form of test scores, skills in doing something or the application of attitudes in life behavior.

RESEARCH METHODS

This school action research (PTS) was carried out at the Babussalam Besilam Private Tsanawiyah Madrasah, Even Semester, Academic Year 2022/2023, which is located at Jalan Pasar Muka, Besilam Village, Padang Tualang District, Langkat Regency, North Sumatra Province. The time span used was approximately 4 months, totaling 10 meetings. The duration of each lesson is 2 hours so the total is 20 lesson hours.

The research was conducted on subject teachers, with a total of 15 people. The subject teachers in question are Mathematics, Physical Education, Fiqh, Indonesian, Citizenship Education (PKn), Arts and Culture Education, English, Arabic, Aqidah Akhlak. Natural Sciences (IPA), Islamic Cultural History, Al Qur'an Hadith, Indonesian Malay Arabic (AAMI) and P and K Skills.

This research was carried out in three cycles, using four stages, namely preparation, implementation and evaluation and reflection. In the preparation stage, activity scenarios, time schedules, places and other supporting facilities such as observation sheets and questionnaires are created. At the implementation stage, teachers are required to plan their learning with the direction of the madrasa head who is assisted by several teachers and supervisors. The author made observations of the teachers at this stage, which were then evaluated at the third stage. The evaluation given is some of the advantages and disadvantages of the teacher's performance in the second stage, including the results of their work. The results of this work and observations are then reflected in the activities of providing the material provided in the fourth stage.

DISCUSSION AND RESEARCH RESULTS

The focus of this research is making learning plans (RPP). Based on the results of research, data management from initial activities, first cycle, second cycle and third cycle regarding Teacher Learning Planning Capabilities in preparing lesson plans, the following results were obtained:

No	Kemampuan Perencanaan Pembelajaran Guru	Awal	Siklus 1	Siklus 2	Siklus 3	Ket.
1	Guru Pertama	50	60	65	70	SB
2	Guru Kedua	66	70	75	77	SB
3	Guru Ketiga	50	60	65	70	SB
4	Guru Keempat	60	65	70	75	SB
5	Guru Kelima	48	55	60	65	B
6	Guru Keenam	64	70	75	78	SB
7	Guru Ketujuh	48	55	60	65	B
8	Guru Kedelapan	68	74	77	80	SB
9	Guru Kesembilan	50	60	65	70	SB
10	Guru Kesepuluh	60	68	72	75	SB
11	Guru Kesebelas	55	60	65	70	SB
12	Guru Keduabelas	64	70	75	77	SB
13	Guru Ketigabelas	55	60	65	70	SB
14	Guru Keempatbelas	60	65	70	75	SB
15	Guru Kelimabelas	50	55	60	65	B
Rata - Rata		56,53	63,133	67,933	72,133	
Simpangan Baku		6,781	5,987	4,709	3,787	
Reliabilitas		0,656	0,803	0,893	0,925	

Based on the data in the table above, the calculation results show that the average value of Teacher Learning Planning Ability in preparing RPP learning tools in the initial activity was 56.53, the first cycle was 63.13, the second cycle was 67.93, and the third cycle was 72.13, with a standard deviation value in the initial activity of 6.78, the first cycle of 5.98, the second cycle of 4.71, and the third cycle of 3.79, and the reliability value in the initial activity of 0.656, the first cycle amounted to 0.803, the second cycle

amounted to 0.893, and the third cycle amounted to 0.925. The data shows a significant increase.

For the Learning Planning Component of the 15 teachers studied, the following data management results were obtained and can be seen in the following table:

**Rangkuman Komponen Perencanaan Pembelajaran
15 Orang Guru Tsanawiyah Swasta Babussalam Besilam
Semester Genap Tahun Pelajaran 2022/2023**

Komponen Perencanaan Pembelajaran	Awal	Siklus 1	Siklus 2	Siklus 3	Ket.
Perencanaan Tujuan Pembelajaran	55	70	70	75	SB
Penentuan Bahan dan Materi Pembelajaran	60	73	73	80	SB
Penentuan Strategi dan Metode Pembelajaran	60	72	72	80	SB
Pemilihan Media dan Alat Pembelajaran	60	72	75	80	SB
Perencanaan Evaluasi Pembelajaran	55	70	70	75	SB
Rata - Rata	58	71.4	72	78	
Simpangan Baku	1,414	1,13	0,995	0,814	
Reliabilitas	0,671	0,731	0,870	0,945	

Data pada tabel di atas menunjukkan hasil perhitungan bahwa nilai rata-rata Komponen Perencanaan Pembelajaran dari 15 orang guru pada kegiatan awal sebesar 58, siklus pertama sebesar 71.4, siklus kedua sebesar 72, dan siklus ketiga sebesar 78, dengan nilai simpangan baku pada kegiatan awal sebesar 1,414, siklus pertama sebesar 1,13, siklus kedua sebesar 0,995, dan siklus ketiga sebesar 0,814, serta nilai reliabel nya pada kegiatan awal sebesar 0,671, siklus pertama sebesar 0,731, siklus kedua sebesar 0,870, dan siklus ketiga sebesar 0,945. Data tersebut juga menunjukkan peningkatan yang signifikan.

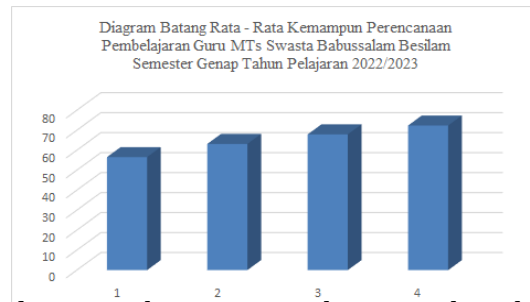
Dari pengelolaan data tentang rata-rata hasil belajar siswa atau rata – rata nilai 15 mata pelajaran hasil belajar siswa dari 15 orang guru bidang studi yang diteliti, didapatkan hasil yang dapat dilihat seperti yang tercantum pada table berikut ini :

**Rangkuman Rata – Rata Nilai 15 Mata Pelajaran Hasil Belajar
Siswa Madrasah Tsanawiyah Swasta Babussalam Besilam
Semester Genap Tahun Pelajaran 2022/2023**

Nilai Rata - Rata Bidang Studi	Awal	Siklus I	Siklus II	Siklus III	Ket.
Matematika	50	56	68	70	SB
Pendidikan Jasmani	68	72	76	78	SB
Ekonomi	48	52	60	65	B
Bahasa Indonesia	64	68	72	75	SB
Pendidikan Kewarganegaraan PKN	44	56	64	68	B
Pendidikan Seni Budaya	64	68	72	75	SB
Bahasa Inggris	44	60	68	70	SB
Sejarah Kebudayaan	64	68	74	77	SB
Bahasa Arab	44	52	60	65	B
Geografi	60	64	68	70	SB
Ilmu Pengetahuan Alam (IPA)	56	60	68	70	B
Sejarah Kebudayaan Islam	64	68	72	75	SB
Al Qur'an Hadis	48	56	64	68	B
Arab-Arab Melayu Indonesia,(AAMI)	60	64	68	70	SB
Keterampilan P dan K	48	56	60	70	SB
Rata - Rata	55.1	61.33	67.6	71.067	
Simpangan Baku	8.481	6.31	4.964	3.907	
Reliabilitas	0.633	0.748	0.846	0.923	

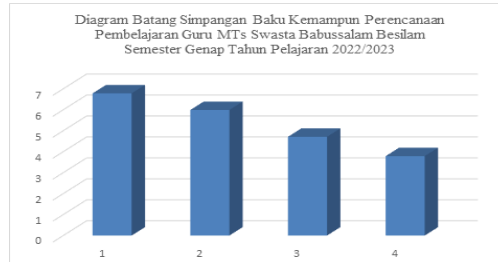
Based on the table above, the data calculation results show that the average value of student learning outcomes from 15 teachers in the field of study in the initial activity was 55.1, the first cycle was 61.33, the second cycle was 67.6, and the third cycle was 71. .07, with a standard deviation value in the initial activity of 8.481, the first cycle of 6.31, the second cycle of 4.964, and the third cycle of 3.91, and the reliability value in the initial activity of 0.633, the first cycle of 0.748, the second cycle amounted to 0.846, and the third cycle amounted to 0.923. The data shows a significant increase.

The results of data processing in the initial activities, first cycle, second cycle and third cycle have been carried out by data management with the results of calculating the average test level, standard deviation, test reliability and test validity (Product Moment and t Test) with the formulas that have been explained previously, and the results of this calculation can be seen in the following diagram:



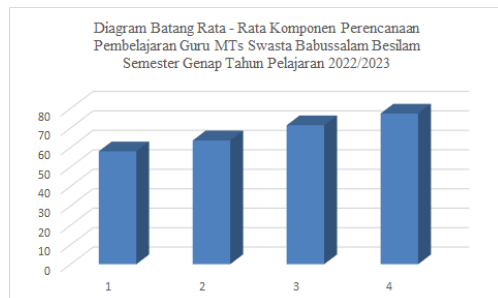
Based on the diagram above, it can be seen that the average value of Teacher Learning Planning Capability in preparing RPP learning tools in the initial activity was 56.53, increased in the first cycle by 63.13, increased in the second cycle by 67.93, and increased in the third cycle was 72.13. The data shows a significant increase.

Other results regarding the standard deviation of teachers' learning planning abilities in preparing RPP learning tools can be seen in the following diagram:



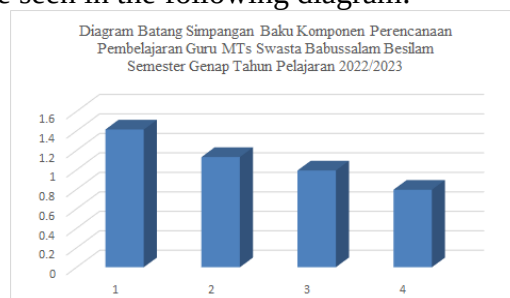
Based on the bar diagram above, the following data calculation results were obtained: the standard deviation value of the Teacher's Learning Planning Capability in preparing RPP learning tools in the initial activity was 6.78, decreased in the first cycle by 5.98, decreased in the second cycle by 4.71, and decreased in the third cycle by 3.79. This data shows a significant value.

The average learning planning components of 15 teachers can be seen in the following diagram:



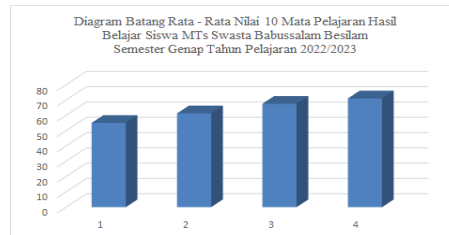
The diagram above shows the results that the average value of the Learning Planning Component from 15 teachers in the initial activity was 58, increased in the first cycle by 71.4, increased in the second cycle by 72, and increased in the third cycle by 78. This data shows a significant increase significant.

Other results regarding the standard deviation of learning planning components from 15 teachers can be seen in the following diagram:



The diagram above shows that the standard deviation value of the Learning Planning Component from 15 teachers in the initial activity was 1.414, decreased in the first cycle by 1.13, decreased in the second cycle by 0.995, and decreased in the third cycle by 0.814. This data shows significant value.

The average student learning outcomes in 15 subjects can be seen in the following diagram:



The diagram above illustrates that the average value of student learning outcomes from 15 subjects in the initial activity was 55.1, increased in the first cycle by 61.33, increased in the second cycle by 67.6, and increased in the third cycle by 71.07, the data shows a significant increase.

Other results regarding the standard deviation of student learning outcomes or standard deviation values in 15 subjects can be seen from the following diagram:



The diagram above also shows that the standard deviation value of student learning outcomes from 15 subject teachers in the initial activity was 8.481, decreased in the first cycle by 6.31, decreased in the second cycle by 4.964, and decreased in the third cycle by 3.91. This data shows significant value.

The next results are related to the correlation value of the Teacher's Learning Planning Ability in preparing RPP learning tools, and can be seen in the following table:

Rangkuman Hasil Uji hipotesis Tentang Kemampuan Perencanaan Pembelajaran
15 Orang Guru di Madrasah Tsanawiyah Swasta Babussalam Besilam
Semester Genap Tahun Pelajaran 2022/2023

No	Uji Hipotesis	Identitas	Koefisien Nilai	Keterangan
1	Uji Hipotesis Pertama, kegiatan awal terhadap siklus pertama	r_{hitung}	0,730	Valid
		r_{tabel}	0,317	
		t_{hitung}	3.856	Valid
		t_{tabel}	0,727	
2	Uji Hipotesis Kedua, siklus kedua terhadap siklus ketiga	r_{hitung}	0,911	Sangat Valid
		r_{tabel}	0,317	
		t_{hitung}	7.948	Sangat Valid
		t_{tabel}	0,727	

The table above shows the average correlation value of Teacher Learning Planning Ability in preparing lesson plan learning tools in the initial activities of the first cycle. The results obtained for the validity value were 0.730 and the t test value was 3.856, and in the second cycle to the third cycle the validity value was 0.911 and the t test value was 7.948.

For the correlation value of the Learning Planning Component from 15 teachers, it can be seen in the following table:

Rangkuman Hasil Uji hipotesis Tentang Komponen Perencanaan Pembelajaran 15 Orang Guru di Madrasah Tsanawiyah Swasta Babussalam Besilam
Semester Genap Tahun Pelajaran 2022/2023

No	Uji Hipotesis	Identitas	Koefisien Nilai	Keterangan
1	Uji Hipotesis Pertama, kegiatan awal terhadap siklus I	r_{hitung}	0,713	Valid
		r_{tabel}	0,317	
		t_{hitung}	1,759	Valid
		t_{tabel}	0,727	
2	Uji Hipotesis Kedua, siklus I terhadap siklus II	r_{hitung}	0,906	Sangat Valid
		r_{tabel}	0,317	
		t_{hitung}	3,701	Sangat Valid
		t_{tabel}	0,727	

Based on the table above, the Learning Planning Component of 15 teachers in preparing the RPP learning tools regarding the correlation value in the initial activities in the first cycle obtained a validity value of 0.713 and a t test value of 1.759, and in the second cycle to the third cycle a validity value of 0.906 was obtained. and the t test value is 3.701.

The correlation value of student learning outcomes from 15 subject teachers can also be seen in the following table:

Hasil Uji hipotesis Tentang Rata – Rata Nilai 15 Mata Pelajaran Hasil Belajar di Madrasah Tsanawiyah. Swasta Babussalam Besilam
Semester Genap Tahun Pelajaran 2022/2023

No	Uji Hipotesis	Identitas	Koefisien Nilai	Keterangan
1	Uji Hipotesis Pertama, kegiatan awal terhadap siklus pertama	r_{hitung}	0,690	Valid
		r_{tabel}	0,317	
		t_{hitung}	3,438	Valid
		t_{tabel}	0,727	
2	Uji Hipotesis Kedua, siklus kedua terhadap siklus ketiga	r_{hitung}	0,883	Sangat Valid
		r_{tabel}	0,317	
		t_{hitung}	6,773	Sangat Valid
		t_{tabel}	0,727	

Based on the table above, the student learning results of 15 teachers in the field of study regarding the correlation value in the initial activities in the first cycle were found to have reached a validity value of 0.690 and a t test value of 3.438, and in the second cycle to the third cycle a validity value of 0.883 was obtained and the value t test of 6.773.

Based on the explanation above, it can be seen that the teacher's ability to prepare learning plans increased in cycle II and cycle III, after carrying out academic supervision. This can be seen from the scores achieved by the teacher for each predetermined criterion. Because the increase in teacher abilities was deemed sufficient in cycle III, this research was not continued in the next cycle.

CONCLUSION

From the school action research (PTS) process carried out at the Babussalam Besilam Private Tsanawiyah Madrasah, Even Semester, Academic Year 2022/2023, it can be concluded as follows: 1). Teachers' Pedagogical Competence in Preparing Learning Plans Through Academic Supervision Can Improve the Teaching Quality of Teachers at the Babussalam Besilam Private Tsanawiyah Madrasah, Even Semester, 2022/2023 Academic Year, this can be seen from the results of the calculation of initial

activities in the first cycle with a validity value of 0.730 (Learning Planning Ability Teacher) and amounted to 0.713 (Learning Planning Component), as well as the t test value of 3.856 (Teacher Learning Planning Ability) and 1.759 (Learning Planning Component), and the calculation of the second cycle against the third cycle with a validity value of 0.911 (Teacher Learning Planning Ability) and equal to 0.906 (Learning Planning Component), as well as a t test value of 7.948 (Teacher Learning Planning Ability) and 3.701 (Learning Planning Component), 2). Teachers' Pedagogical Competence in Preparing Learning Plans Through Academic Supervision Can Improve Student Learning Outcomes at the Babussalam Besilam Private Tsanawiyah Madrasah, Even Semester, 2022/2023 Academic Year, this can be seen from the results of calculating the average scores for 15 subjects in the initial activities of the first cycle with The validity value is 0.690, and the t test value is 3,438, and the calculation of the average value for 15 subjects in the second cycle to the third cycle is with a validity value of 0.883, and a t test value of 6,773.

SUGGESTION

The results of the research above also open new insights for writers and teachers. Therefore, all teachers are advised to continuously improve the 4 (four) basic competencies of an educator. This will of course affect student learning outcomes later. The Head of the Madrasah should always carry out routine inspections and supervision of teachers, so that all activities aimed at improving student competence can be controlled. Apart from that, teacher performance must also be given more attention.

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