

# Competency Improvement of Principals in Developing Academic Supervision Program through Managerial Supervision Application Focus Group Discussion Method of Madrasah Tsanawiyah Principals in Medan City

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**Abstract-** This study aims to determine the competency improvement principals in developing academic supervision programs through the implementation of managerial supervision methods of *Focus Group Discussion*. This study used action research with two cycles. In the pre-cycle stage, the competency of the principal in preparing the academic supervision program is in the category of very low with a score of 32.00. However, after implementing managerial supervision activities in cycle I by applying the FGD method which emphasizes flexibility in the interaction between fellow participants and participants with supervisors, an increase in competency assessment is 60.00. After repairing deficiencies in cycle I, the competence of principals in preparing academic supervision programs again increased to 86.75. The results of this study conclude that managerial supervision of the *focus group discussion* method can improve the competence of principals in preparing academic supervision programs.

**Keywords:** Competence, academic supervision, managerial supervision, *focus group discussion* method

## I. INTRODUCTION

Schools or madrasah as one of the important components or elements in an effort to improve the quality of education involve the principal's important role in achieving educational goals. The attainment of educational goals is depend on the skills and competencies possessed by principals as leaders. Based on Minister of National Education Regulation No.13 of 2007 concerning Academic Qualification Standards and Principal / Madrasah Competency, there are five competency dimensions that must be possessed by a school principal, which includes personality competency, managerial

competence, entrepreneurial competence, supervision competence and social competence.

The five dimensions of competence of the principal must ideally be mastered by a school principal. However, the Ministry of Education and Culture (2017: 21) explained the data, based on the results of the Principal Competency Test carried out by the Directorate General of Teachers and Education Personnel in 2015 nationally indicating that the average competency of principals in general was only 65.37%. While specifically for national principals' supervision competence, data is only 51.81%. For the province of North Sumatra itself, the percentage of the results of the Competency Test for special supervision school principals was only 49.17% and was ranked 31 out of 34 provinces.

Ministry of National Education (2007: 20) states that supervision competencies include; plan academic supervision programs in order to increase teacher professionalism, carry out academic supervision of teachers by using appropriate approaches and techniques, and follow up on the results of academic supervision. Associated with the competence of preparing academic supervision program planning, from the initial data in the form of academic supervision program documents that the researchers collected from 10 principals in Medan, it was seen that the principal had not prepared and planned well in carrying out academic supervision activities. This of course will have an impact on not maximizing benefits and the purpose of academic supervision on improving teacher professionalism, and there will be a waste of costs, energy and time.

Banghart and Trull put forward, "*Educational planning is the first of all a rational process*". While Ulfatin and Triwiyanto (2016: 28) stated that "Planning involves setting goals, making planning estimates, reviewing a series of

alternative actions, evaluating which options are best and then choosing and implementing plans ". Seeing the low supervision competencies as mentioned above, efforts and efforts are needed to improve the principals' supervision competence.

One formal strategy for improving the competence of principals is through the implementation of managerial supervision carried out by supervisors. Priansa and Samad (2014: 125) stated that managerial supervision can be done by monitoring and evaluation methods, focus group discussions (FGD), Delphi and *Workshop*. In this study researchers used the FGD method because this method prioritizes flexibility in the interaction between participants and supervisors and between fellow participants. Based on the background above, in order to improve the supervision of principals, the researcher was interested in carrying out research to improve the competence of principals in preparing academic supervision programs through managerial supervision of the *focus group discussion* method.

**II. METHODOLOGY**

The method used in this study is a repeated action research. Testing the action hypothesis in each cycle is carried out with four processes, namely planning, implementing, observing, and reflecting. The actions taken are managerial supervision using the *focus group discussion* method by the supervisor of the Medan City Ministry of Religion, Mrs. Maryanah, S.Pd. as a supervisor. The place or location of the study was conducted at the MTs Islamiyah Sunggal. The research was conducted from February to April 2018. The research subjects were 10 school principals in the city of Medan, with consideration based on the initial data the school principals had low competence in preparing academic supervision programs.

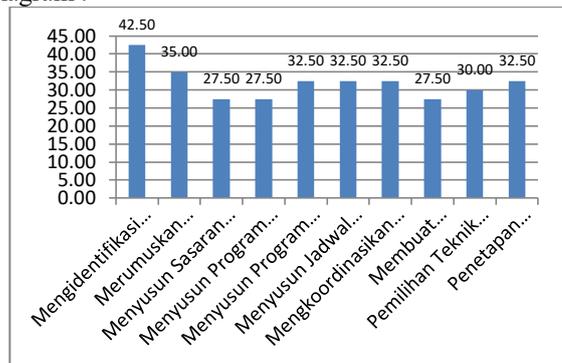
A tools to measure the competency of the principal in preparing an academic supervision program using the assessment sheet for the preparation of the academic supervision program that will be assessed by the supervisor. Tool to measure the application of managerial supervision the *focus group discussion* method is an observation sheet by researchers.

The indicator as a measurement of the success of the actions taken in each of the research cycles is if 80% of the participants are able to compile an academic supervision program with a score of 80. This is consistent with the opinion of Endrayanto and Harumurti (2014: 292) which states that the value of 80-90 has good criteria.

**III. RESULTS AND DISCUSSION**

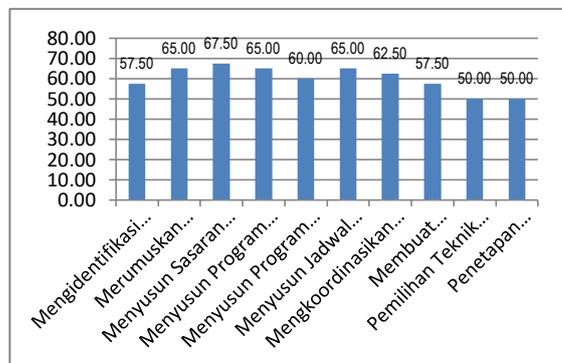
The description of the research results is described in stages as follows :

- A. Pre-cycle activities held on February 5 - 10, 2018. At this stage researchers together with supervisors visit the school principals to be studied and ask for the readiness of the school principal to fill in the format used to prepare the academic supervision program. The results of the assessment of the pre-cycle activities show an average picture of the low competency of the principal but the principal is 32.00 in the less category, with the assessment details of each component as shown in the following diagram :



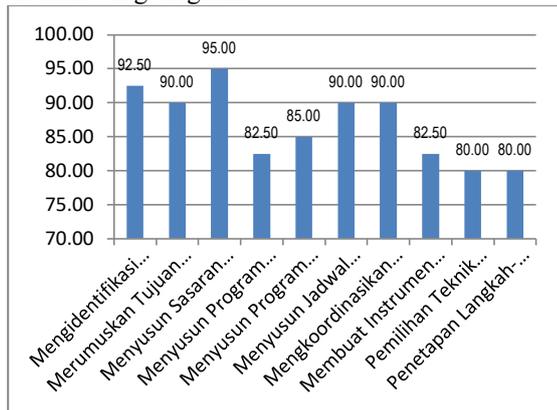
**Stem Scores Diagram School Principals Competency Evaluation of Each Component of Academic Supervision Program (Pre-cycle)**

The implementation of the first cycle action was carried out for two days, on February 20-21, 2018. During the managerial supervision process, the FGD method was carried out the researcher observed and filled out the observation sheets of activities that had been prepared. Based on the results of observations and assessments in the first cycle, the data obtained from the principals' competency assessment scores in the preparation of the first cycle academic supervision program which experienced an increase to 60.00, with details of each component's assessment scores as follows:



**Stem Scores Diagram School Principals Competency Evaluation of Each Component of Academic Supervision Program (Cycle I)**

C. Implementation of the second cycle was held on 26-27 February 2018, to correct deficiencies and weaknesses in cycle I. After the weaknesses identified in the first cycle is fixed in the second cycle, the data obtained shown in the following diagram:



**Stem Diagram of Composing Principal Competency Score Academic Supervision Program (Cycle II)**

Based on the data above, managerial supervision activities carried out by supervisors as supervisors in order to improve the competence of principals in preparing academic supervision programs are said to have been successful. In this second round, all research subjects (the principal) has reached the predetermined success criteria of > 80%.

#### IV. CONCLUSION

Based on the results of the research on the actions that have been taken, it can be concluded that the competence of principals in preparing academic supervision programs can be increased through the application of managerial supervision of *focus group discussion* method to the heads of Madrasah Tsanawiyah in Medan City. The advantage of this FGD method is that the conditions and conditions in the supervision activities are not too formal and more flexible so as to create a comfortable and relaxed atmosphere for the principal and the openness in expressing opinions, ideas, ideas, and difficulties and obstacles faced in preparing academic supervision programs.

#### V. SUGGESTIONS

From results and conclusions of this research, the researcher proposes:

1. The school principal is expected to always improve his competence, especially supervision competence through various formal and non-formal methods in order to improve teacher professionalism in the school he teaches.
2. School supervisors are expected to be able to carry out managerial supervision of the FGD method towards the principal and try to help the principal to improve his competence.

3. The Head of the Ministry of Religion of Medan City, especially the Madrasah Education Sector should always be able to facilitate the principals / madrasah in improving their competence by regularly carrying out managerial supervision activities for principals.
4. Teachers should always strive to improve their competence by always being open to receiving input and guidance from superiors, either by the principal or supervisor through academic supervision activities.

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