

The Professional Teachers' Supervision by Qomaruddin Boarding School Foundation at Smk Assa'adah Bungah Gresik

Fathurrahman¹, Bambang Budi Wiyono², Ibrahim Bafadal³, Imron Arifin⁴
Universitas Negeri Malang
fat.guru@gmail.com

Abstract: The presence of the professional teachers in the learning process is an absolute requirement in order to achieve the quality of education and graduates who are competent. The existence of a professional teacher cannot be separated from the role and the foundation program of education providers in teachers' supervising. Professional teachers have a strong influence in leading the learners who have character, intelligent, and competent. This study is aimed at explaining the focus, approach, and a teachers' supervision program conducted by the Qomaruddin islamic boarding school foundation Bungah Gresik on Assaadah vocational school teachers. The design of this study used a qualitative approach with the sites of study on SMK Assaadah Bungah Gresik supervised by the foundation of Qomaruddin boarding school. The data collection of this study is conducted through observation and interview with participating trustees and principals relating to the acts of supervision and teachers as the party supervised. The results of the study showed that (1) the focus of the teachers' supervision of SMK Assa'adah is conducted by the foundation of Qomaruddin boarding school is on strengthening the competence of the teacher's personality, to promote discipline, exemplary, and motivation to work. (2) the approach of the teachers' supervision of SMK Assaadah is conducted by using an artistic supervision approach. (3) the program of the teachers' supervision of SMK Assa'adah is carried out by: (a) Workshop of teachers' supervision at the beginning of school year, (b) the teaching supervision (c) the teachers' involving directly on the Halal bi Halal events and celebrating Haul for the founder of Islamic boarding school.

Keywords: supervision, islamic boarding school, vocational school teachers.

The quality of teachers affects the quality of learning and the quality of the results obtained by the students, which in turn affects to the overall achievement of the objectives of education. The function of the teachers in the learning activities is a leader who directs the learners to be able to learn in a planned, systematic, focused and optimized in order to achieve the learning objectives with competence and professional performance. The presence of professional teachers will give the education quality that is subsequently able to guide and deliver the learners become the human that has quality and independent capability. Professional teacher is implied by its four professional competence of teachers; scientific competence, pedagogical competence, personal competence and social competence. As described by Mantja (2010) that brought competency is the ability to implement something that is generated through education or training. The teachers' competence was owned by someone exhaustive and is an integral and interconnected with each other and supports each other.

The professional teachers' resource is an achievements that gained by the teacher through hard work and the support of environmental conditions, it also requires the improvement effort that conducted in a planned and systematic. Teachers who are education resources in schools need to continually grow and develop towards the better. In line with the qualified human resources, it is proved by the quality-oriented professional skills and excellence, the ability to

work in dynamic all-round conditions, the ability to find the alternative solutions, and development in the field of research. The characteristics of capabilities of the teachers are able to bring them growing and developing into professional.

The requirement of professional teachers requires the continuity in increasing the competence of the teachers in accordance with the development of science and technology, the potential development of learners, as well as the needs of the society. The duty of development is the responsibility of professional teacher as a person who is considered mature; however there are some teachers who need direction and guidance to reach the maturity or the professionalism of teachers. Similarly, Bafadal (2009) states that the professional development of teachers is an effort to help the teachers immature to mature, unprofessional become a professional, considering the maturity to manage their own and the fulfillment of qualifications is a characteristic of professionalism.

The National Education Minister number 16 of 2007 about Teachers' Academic Qualification Standards and Competencies confirmed the details of competencies that must be owned by the teachers of SMA/SMK. Pedagogical competence is the ability of educators to manage the learning process, include; 1) Mastering the characteristics of learners from the physical aspects, moral, spiritual, social, cultural, emotional, and intellectual. 2) Mastering the educational theories and principles of educational learning. 3) Developing a curriculum related to the subject of teaching. 4) Organizing educational learning. 5) Utilizing the information and communication technology for learning needs. 6) Facilitating the development of the students' potentials to actualize their potential. 7) Communicating effectively, empathetic and polite with learners. 8) Organizing the assessment and evaluation of processes and learning outcomes. 10) Utilizing the results of the assessment and evaluation for learning needs. 11) Taking the action to improve the quality of reflective learning.

Scientific competence is also called academic competencies that can be obtained through the educational process. The details of academic competence as follows: 1) Mastering the material, structure, concept and mindset of scientific support of teaching subjects. 2) Mastering the standard competence and basic competences of the subjects taught. 3) Developing the teaching materials and learning materials creatively. 4) Developing the professionalism in a sustainable manner by taking action reflective. 5) Utilizing the information and communication technology to develop themselves. In line with the details of the competences above, Wijaya, (1992) states that the competences of professionalism to be possessed by the teacher are 1) mastering the teaching materials, 2) managing teaching and learning activities, 3) managing the classroom, 4) the use of media, 5) the control of foundation education, 6) managing the teaching and learning interactions, 7) assessing the learners' achievements, 8) providing guidance and career, 9) the administration of the school, and 10) understanding the principles of education and be able to interpret the results of the learning purposes.

Personality or personal competence is the performance of educators mature personality, mature, dignified and good character who can be role models for the students. The details of personal competence that must be possessed by the teachers as defined by Kemendikbud as follows: 1) Acting in accordance with religious norms, legal, social, and national culture of Indonesia. 2) Present yourself as a person who is honest, noble, and role models for the students and the society. 3) Present yourself as a person who is steady, stable, mature, wise and dignified. 4) show the work ethic, high level of responsibility, a sense of pride to be a teacher, and self-confidence. 5) Upholding the code of ethics of the teaching profession.

Social competence is the ability of educators to communicate and interact effectively with the students, teachers, staff, parents/guardians of the students, and the society. Kepmendiknas detailing the social competence of teachers as follows: (1) Be inclusive, acting objectively, and not discriminatory for consideration gender, religion, race, physical condition, family

background, and socioeconomic status, (2) to communicate effectively, empathetic and polite with educators, staff, parents, and society. (3) Adapting somewhere on duty throughout the territory of the Republic of Indonesia which have a social and cultural diversity. (4) Communicating with the community's own profession and other professions orally and in writing or other forms.

Institute of education providers in improving the professional teachers has mean in improving the quality of the teachers, quality of teaching, and the schools' excellence in providing education services. The principle of increasing professional teachers' competence is the assistance provided by the school in creating the conditions of the development of abstraction capability and commitment of teachers at the level of teachers' work professional. The efforts made by institute are through the organization of training and education to enrich the knowledge and teaching methods developed by the teacher. Other efforts include encouraging, assisting and facilitating teachers to improve the qualifications of educators, among others, by giving permission learning for unqualified Education of undergraduate even pastgraduate. The improving of the professional teachers can also be carried out through learning supervision program conducted by educational supervisors, principals and senior teachers as supervisors. Supervision of learning means as the professional assistance in the context of professional development of teachers is useful for teachers' development programs, providing motivation, and supervisors' control for teachers in carrying out the duties of education.

Islamic boarding school is the oldest educational institutions in Indonesia; initially concentrate on religious education that is transcendental by using *sorogan* method. Raharjo, (1985) defines that the boarding school is a religious institution to teach, develop, and disseminate knowledge of Islam. In the development, Islamic boarding schools more conducted the adoption system of school and organized the formal education as organized by the government. Lukens-Bull, (2004) describes that the boarding school is educational institution. At the first, it is shaped exclusively religious education, but nowadays many schools have adopted a secular education. One of the adoptions of organizing of formal education in boarding school is a vocational high school, along with the progress of education; adult vocational establishment in boarding school environment is growing. Some boarding schools make vocational high schools as an alternative model of development of education in schools.

Vocational high schools which are in boarding school environment cannot be released to the problems in the development of vocational school in general. The complexity of education is also a problem facing vocational, curriculum development issues, the integration of link and match, the means, and the professionalism of educators. A common problem on the effort on improving the professional competence of vocational teachers at the boarding school, among others: the paradigm of senior teachers and young teachers, where young teachers feel more energetic and higher mastery learning technologies while senior teachers feel more getting experiences. Secondly, the arrival of new educators has the scientific competencies required by SMK at the boarding school educational that have background in non-boarding. Third, the teachers lacks of motivation to conduct research and produce scientific work as a lecturer at the college. Fourth, the teachers lack of availability on the productive subjects, both in terms of quantity and quality. Fifth, there are psychological problems for school leaders in the management of educators in the background of family 'dalem'. Sixth, there are others teachers' profession other than professional educators.

It is different with the most vocational high school that existed on the boarding schools' environment, SMK Assa'adah Bungah Gresik has good competent teachers and good achievement, as a new relatively school has been able to align with the others vocational school in Gresik regency. The achievements have been obtained by the students and teachers, including

cooperation with various businesses in the Gresik industrial area. The success of learning under the guidance of professional teachers cannot be separated from the supervisions' efforts that carried out by the teacher and the school principal of Qomaruddin boarding school foundation. The teachers' supervision that conducted by the foundation of boarding school oriented establishments noble vision and mission by using an approach that has been designed based on the psychology teacher and a variety of supervision techniques in accordance with the conditions of teachers and learning situations.

Referring to the efforts of professional teachers' supervision has been a lot of efforts carried out by the government, through the teacher certification program, facilitating discussion of subject teachers and teachers' training. Boarding school is an education provider also conducts the teachers' supervision besides conducting by the principal through the learning supervision program. Based on the context above, this study was designed as a qualitative research that aimed at: describing the orientation, approach and the implementation of vocational teachers' supervision conducted by the foundation of Qomarudin Bungah Gresik Boarding School.

This study used a qualitative approach. Referring to Moleong (2002) explains that qualitative research with phenomenological approach that is used to analyze the existing symptoms of a problem. The goal of the case study can be humans, events, settings, and documentation. (Moleong, 2002). This research was conducted to reveal the phenomenon of teachers' supervision conducted by the education section of the foundation of Qomaruddin boarding school at vocational high schools Bungah Gresik, include; descriptive overview, roles, functions, and activities. The presence of the researchers is to reveal and give meaning on events and happenings of overall the teachers' supervision phenomenon as a key instrument.

This study was conducted in vocational high schools Assaadah Bungah Gresik which is under the management of the boarding school Qomaruddin. Researcher carried out collecting data by observation, interview, documentation study as suggested by Bogdan and Biklen, (1998), Mantja, (2008) and Sugiono, (2010) as follows: (1) Indepth interviewing, (2) participant observation, and (3) study of documents.

The data collected were analyzed with componential analysis techniques and themes. The processes include processing, organizing, splitting and synthesis of data and find out the patterns, the important disclosure, and the final determination related to what is being reported. Researcher conducted as suggested by Nasution (1992) as follows: (1) performing the data reduction, (2) displaying the data, and (3) taking the conclusions/verification. The conclusion gained by the researcher through the verification (proof) directly during the study, one of them through finding new data and conducting the *Inter-Subjective Consensus* to ensure conformability.

RESULTS AND DISCUSSION

The efforts that have been conducted by the educational part of the foundation of Qomaruddin boarding school in vocational teachers' supervision are part of the vision and mission boarding school to pass on and preserve the teachings of Islam ahlussunnah wal Jamaah. Providing the education in the environment of Qomaruddin are boarding school in the corridor of Islamic development which is believed and practiced. Qomaruddin boarding school is one of the old boarding schools in East Java been established in 1775, as a religious institution has produced many scholars and religious teachers who preach Islam in various parts of the archipelago, teachers and students that also actively involved in the struggle for independence of the Republic of Indonesia. Nowadays, the concentration of Qomaruddin

boarding school is engaged in education by opening education levels started from early childhood education till college, including managing vocational schools (SMK) Assaadah.

The Focus of the Supervision

Based on the context above, the vocational teacher is directed in the teacher's ability to internalize the values and spirit of Islam moderate in the behavior of the learners. Therefore, the focus of vocational teachers' supervision conducted by the educational part is the competence of the teacher's personality, however still considers to the social competence, scientific, and pedagogic. The focus of the teachers' supervision on the competence of the teacher's personality can be characterized as follows: (1) prioritizing loyalty, (2) establishing the discipline, (3) confirming exemplary, (4) increasing the dedication of teachers in teaching, and (5) the motivation to work. In line with the findings of the research is presented by Glickman (1981) on consideration of supervisors in determining the orientation of development, namely: (1) the high of the teacher's commitment that characterized by: close attention to the learners, have a lot of time for self-development and learners, as well as having attention to the other interests is greater, (2) the high of the teacher's ability to think abstractly that characterized by: the ability of the teachers to manage teaching, clarify the problems of teaching (management, discipline, organization and students' interest), determine the alternative solutions, and then plan their actions.

The performance of Assaadah vocational teachers is expected in line with the basic concept of "mabadi' khoiru ummah" the movement becomes a best individual to create an exemplary society that proclaimed by Nahdlatul Ulama through five principles teaching; 1) As-shidq, always true in words, attitudes, and actions, 2) Al-Amanah, trustworthy, 3) At-taawun, helping, 4) Al-adalah, behave fairly, and 5) Al-istiqomah, sustainable. Those five basic principles to guide Nahdlatul Ulama society in implementing the activities of the both as individuals and in the context of the organization, which aims to create an independent and superior personal where finally able to make a model group or organization for others. As a part of the Nahdlatul Ulama, Assaadah vocational teachers have an obligation to carry out the five principles into the best private under the direction and guidance of the boarding school education section. This is the basis focus of teachers' supervision on personal competence.

Focus on the competence of the teacher's personality does not mean not paying attention to the improvement of other competencies, such as scientific and pedagogic competence, but competence is also be part of the supervision process conducted by the boarding school foundation. As Neagley, (1980) explains that the development of the teachers' competence is not be defined narrowly and simple, which only emphasizes on the supervision of knowledge and teachers' teaching skills, but moreover, it is to increase the commitment or willingness or motivation of teachers, it would be an effect on improving the ability and motivation of teachers, and the quality of teaching will be better.

The Supervision Approach

Vocational teachers' supervision approach that conducted by the education section of the Qomaruddin boarding school foundation is using an artistic approach. Indications of that approach are; (1) the supervisor uses a flexible approach adapted to the conditions of teachers and teaching requirements, b) the presence of a supervisor is not formal, c) supervisor emphasizes family relations, d) there are regular reports relating to the activities of teachers that must be submitted by school to the supervisor. This finding is in line with the results of Sergiovanni's research (1991) which divides the supervision of teaching approach in scientific

approaches, artistic approaches, and clinical supervision. This artistic approach gives space diversity to the teachers in conducting the teaching process.

The findings in the field explained that the presence of the supervisor of the foundation is often carried out without any prior appointment, he/she was present in the class used as sampling and carried out observation on the teaching process, then followed by a discussion with the teacher that discussed about the learning materials and the development of student learning. Supervisor presents itself as a person who is not patronizing but by giving questions as a stimulus of discussion, giving awards to the teachers who are being supervised by the expressions joke, so that teachers do not feel inspected and supervised while the material would be submitted by the supervisor can be received well by teachers in supervision.

On the other hand, the teachers give portfolio report to the foundation of boarding school on each semester as performance reports. The duties is started at the beginning of the semester in which all teachers were presented in the workshop to increase the teachers' competence, which in the activities are given materials related to the teachers' competence, motivation, it is also explained about all the duties and responsibilities that must be implemented by the teacher for one semester to the next. The achievement of the results of the workshop is the respective employment contracts of each teacher in the form of learning courses program on a semester, where this planning becomes a performance report at the end of the semester, which should be reported in the form of portfolio to the foundation of boarding school. This reporting is similar to a scientific approach referring to Sahertian (2000), which explains that the scientific approach has a characteristic as follows: (1) implemented in a planned and sustainable, (2) the systematic by using procedures and certain techniques, (3) using the instrument of data collection, and (4) there is an objective data obtained from the real situation.

The Implementation of Supervision

The implementation of Assaadah vocational school teachers' supervision that conducted by educational part of Qomaruddin Islamic boarding school foundation is in the forms of activities; 1. Workshop of the teachers' supervision at the beginning of the school year, this event is intended to provide an overview of work for a year, giving a new motivation for teachers, and finishing by the planning of implementation of learning by each teacher. Workshop usually presented experts from outside the boarding school environment, for example, experts in the field of business, expert in learning, and motivator. 2. Haul Ulama for the founder of Qomaruddin boarding school, held on three times a year, haul kyai Qomaruddin (founder of the boarding school), haul Kyai Sholeh II (the developer) and haul Kyai Hasyim Asy'ary (the founder of NU), Haul is the activity of remembering someone who has died in the form of religious rituals which contains common prayer and a religious lecture, which was attended by all students, parents, and alumni. All teachers are involved in this activity as a steering committee in order to reinforce the value of the teacher's personality. The haul speech is delivered by Ulama to celebrate a person's life, it is intended to get exemplary of the teachers in terms of depth of knowledge and morality, so that all teachers are involved felt as if the teachers come back giving spirit in performing teaching duties, remembered to always loyal to the boarding school, serving without strings attached to teach the students to be good people and knowledge. 3. Halal bilhalal, an annual event after the fasting of Ramadan, this activity has a value terbinanya intimacy between the teachers and families build unity and help each other. Through Halal Bihalal activities that organized by the foundation aims to establish the teachers in the spirit of unity and togetherness to develop the boarding school. The form of Halal Bihalal event is a speech about taking a lesson from this religious celebrating as a model of the teachers in carrying out the activities and teaching duties, it is continued with an informal event

“silaturrahim” and forgive one to each other. 4. Teaching supervision, the activities that conducted by the personal of Qomaruddin boarding school foundation in supervising the teachers individually.

Referring to Sahertian (2000) about supervision techniques can be divided into two parts: The technique that has Individual characteristic, which is a technique that implemented to serve a teacher individually. Then, the technique that has group characteristic, which is a technique for serving teachers do more than one teacher. Thus, there are two kinds of the implementation of Assaadah vocational teachers' supervision that carried out by the educational part of Qomaruddin boarding school foundation Bungah Gresik, there are: the group characteristic, such as; Workshop, Haul of the founder f boarding schools, and Halal bilhalal that implemented 5 times for a year. The teachers' supervision that has group characteristics affects the process of internalization of religious values, spirit of dedication, togetherness, motivation to work for Assaadah vocational school teachers, especially the influences on personality and social competence of teachers. Whilw, for the individual supervision is the technique of visiting classroom that conducted by the educational part of foundation that influences the improvement of learning process directly.

The success of teachers' supervision in Assaadah vocational teachers is not only caused by the role of the education section foundation, but the principal's role is also significant. As explained by Arikunto, (2004) that the principal who close to the school attached to school life, while the supervisors rarely come to school to implement the supervision. This condition also occurs in SMK Assaadah , where the the part of education in the foundation of boarding school is relatively rare to carry out supervision to the teachers compared with the principal who are every day at school. Based on the data field, there is a division of duties between the education sections of foundation with the principal in the terms of individual supervision. The duties of the supervisor of the foundation emphasize on the teacher's personality, where its presence is an encouragement and motivation, while the learning technical is more conducted by the principal. Similarly, the teacher's response regarding to the presence of the supervisor of the boarding school foundation is a reminder whip and becomes a motivation to work to make it more spirit.

Referring to Wiyono et al (2014) finds that the teachers' supervision model effectively done through five stages, they are; needs analysis, preparation of supervision program, the implementation of supervision program, evaluation of supervision program, and follow-up the results of supervision. Overall the foundations of Qomaruddin boarding school in the teachers' supervision and education workforce as implementing a modern education management and creating a conducive environment for growth. It is conducted through religious ritual to enhance Amaliyah and Islamic tradition, as the force of cohesion among boarding school society. Similarly, the development of the school culture, carried out by the foundation of boarding school and the principal with the consolidation of the vision and mission of the school in accordance with the culture of Islamic moderate. The teachers' supervision is more emphasized on the development of vocational school that oriented graduates' competence, the priority is performed is an effort to motivate teachers for increasing te vocational teachers' commitment through mentoring and direct supervision by the education part of the boarding school.

CONCLUSION

Personal competence that possessed by vocational teachers requires the constant effort to do improvement and development. The education part of Islamic boarding school foundation and Assa'adah vocational school principal have been carrying out the supervision as an efforts to increase the professionalism of teachers. The efforts that made by the foundation of boarding

school in vocational teachers' supervision, among others; (a) Focus on the supervision of the teacher's personality competence besides the scientific competence and pedagogical competence. (b) The teachers' supervision approach that used is an artistic approach. (c) The implementation of teachers' supervision through: (1) Workshop on improvement of the professional teachers' competence at the beginning of each school year. 2) religious rituals of celebrating Haul for the founder of islamic boarding school, the prayer activities and the exemplary speech of Kyai, (3) religious rituals of Halal Bihalal, speech about the advantages of silaturahmi, forgiving one to each other, and build togetherness, (4) the teaching supervision.

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