ABSTRACT
The success of education cannot be separated from the teacher's performance in learning activities. Academic supervision carried out by the principal is one of the supporting activities in improving teacher performance in teaching. The aim of the research is to describe and analyze the academic supervision of PAI teachers in lesson planning, learning implementation, and learning evaluation. The paradigm of this research is post-positivism. The analysis of this research includes the stages before in the field, during the field and after in the field. The results of the study show that the principal has carried out supervision by showing that the teacher's planning and implementation skills in learning are competent, it's just that there are still a few weaknesses in the teacher in carrying out evaluations, the principal must pay more attention to the evaluation aspect of supervision, whereas in terms of teaching performance, the teacher must improve its performance in the aspect of learning evaluation and follow-up of student assessment results. School principals must pay more attention to the evaluation aspect of supervision and teachers must further improve their performance in the evaluation aspect of learning and following up on student assessment results. The recommendation of the researcher the next that the implementation of academic supervision at the Walisongo Education Foundation in Magelang has quite significant implications for increasing the professionalism of teachers there. If the principal is more intent on implementing academic supervision, the teacher's performance will be more competent.

Keywords: Academic Supervision, Headmaster, Teacher Performance
INTRODUCTION

One of the quality education is determined by the professionalism of educators and educational staff. Education plays an important role in determining the development and development of a nation and nation. The progress of a country depends on how the country explores, appreciates and utilizes human resources, which is closely related to the quality of education provided to community members, especially students.

Supervision is an activity planned to help teachers and school workers carry out their profession efficiently (Herman, 2014; Manueke et al., 2021; Murtiningsih et al., 2019). Supervision states that it has a positive relationship with the appearance and reliability of teachers (Meirisa & Hadiyanto, 2020). Muslim (2010) informs that academic supervision is a movement to provide allowances to teachers in the structure of professional services provided by the school principal or teacher appointed by the school principal. To raise the level of procedures and training results galvanize. for (Aedi, 2016) there are 3 designations related to supervision, namely (1) supervision (2) supervision and (3) inspection (Kristiawan et al., 2017). Supervision in it found active control, did everything go according to the agenda that was made, the instructions that were issued and the principles that were set forth (Kristiawan et al., 2017). another interpretation states that supervision is related to the activity of ensuring that the implementation of the movement is in accordance with the plans and objectives (Kristiawan et al., 2017) The teacher is responsible for the quality of education. This assumption is not entirely correct, considering that there are still many components of education that affect the quality of education, however, the teacher is the most strategic component in the educational process. Therefore, many parties have high hopes for teachers to improve the quality of education. To achieve these expectations requires a professional teacher (Sukmadinata, 2006). Defines a professional teacher as a teacher with three competencies, namely professional competence, social competence, and personal competence. Teacher performance can be seen from the learning process, considering the learning process is the core of the educational process. The quality of a person can be seen not only from the aspects of education and daily behavior (Junedi & Wahidin, 2022:61). Teacher performance is an important requirement in achieving educational success

The individual competency of the teacher requires the teacher to master the subject he is engaged in, from the basics of science to how to teach methods and techniques, as well as how to evaluate and evaluate students who are involved in the teaching process. Teacher professional competence is the special abilities and skills possessed by teachers in full in carrying out their duties and responsibilities in the field of teaching. Social competence is the ability to communicate effectively with students, educators, parents/guardians of students, and the surrounding community. Teachers must stay away
from selfish attitudes, namely attitudes that only prioritize their own interests. Teachers should be social and generally friendly to students, parents and the community. Personality ability refers to the teacher's personality which is stable, stable, mature, wise and authoritative. Be a role model for students and have a noble character (Usman, 2006).

The teacher is an element that influences the increase in the level of learning in schools. This shows that the expertise or competence of a teacher really determines the level of learning. Student performance is really related to the level of acceptance given by the teacher, in order to achieve this goal there must be an understanding from the teacher in order to raise the level of acceptance and improve the curriculum that has been inaugurated. In order to increase their obligations and responsibilities, the teacher must have a functional mind that includes a leadership spirit as the brain and determines the direction of the learning activities he teaches, protects istiqamah (obstinacy), conforms to agreements and obeys the times, foreseeing and thinking about functions as mature, time-worthy.

In an effort to raise the level of learning it really depends on the professionalism of the teacher in an activity. So reliability really depends on 3 valuable reasons, namely, firstly, having special abilities provided by the ability or expert education program. Second, have service skills (special skills and abilities). Third, get a decent income as a result of the profession. So, without fulfilling the three basic reasons, the teacher will not be professional which will affect the low level of teacher learning in the classroom (Sagala, 2013).

The principal plays an important role in the school, for this reason the principal or school superiors should be able to suppress the self-confidence of teachers and students in carrying out their respective roles for the development of the school in achieving goals. Due to the ups and downs of school affairs and the low quality of its graduates, all of these are not free from the position of school principal. Principals who can carry out their functions as mentors, managers, administrators, supervisors, leaders, innovators and motivators can be considered good school principals have good boredom skills (Lazwardi, 2016). One of the duties of the principal is to carry out academic supervision, in a school principal's learning institution, namely a learning leader who has a very large position in increasing the level of learning in schools (Wahjosumidjo, 2011:203). Academic examination is a supervisory measure carried out for overhauling the self-training system. Meanwhile for (Prasojo & Sudiyono, 2011:84) academic supervision is a series of actions to help teachers improve their ability to manage the study and study system in order to achieve the objectives of the study study. Academic supervision can also be seen as contextual supervision, which is an effort to foster teachers in improving the study system of assessment in the area which includes elements, study study modules, assessment study system, required life skills, level of competency of each teacher, as well as matters for teachers and students (Pidarta, 2009:2). To achieve the above objectives, the teacher appointed as the principal works well and teaching activities become instructive. Not in the Regulation of the Minister of Education. 28 of 2010, Chapter VI concerning Teachers as Principals, Article 11(1), covers the development of knowledge,
skills, and attitudes in the areas of personality, management, entrepreneurship, supervision, and social competence. Paragraph (2) Continuous professional development is carried out through self-development, scientific publications, and/or innovative works. Also in Permendiknas No. 12 of 2007 concerning Criteria for School/Mosque Principals, emphasized the qualifications and competencies of supervisors, namely personality competence, management, academic supervision, educational assessment, development research and social competence. 13 of 2007 concerning school/madrasah principal standards it is also explained that among the competencies that must be possessed by school principals is supervision competency.

This research is supported by Rahabav (2016) that academic supervision by school principals is not effective for several reasons. First, tutors do not understand the concept, theory, and practice of supervision, from tutors who do not plan to participate due to time constraints (many administrative tasks to be completed), and from the field of research each tutor teaches. showing that they care about quality Commitment is low, and many teachers are motivated solely by the pursuit of happiness.

Research Prasetyono et al., (2018) found that school principals' academic supervision has a significant positive impact on teacher performance. The researcher explained that academic supervision by the principal strongly encourages teacher performance. This research is supported by Wardani (2012) In order to be able to educate profesional teachers and teacher candidates, the teacher educators alone should be profesional, and have willingness to continuously develop profesionalism. This researcher explains that academic supervision activities and smooth interpersonal communication play a major role in improving teacher performance (Zulfakar et al., 2020). There is significant influence jointly between the principal's leadership and the teacher's performance on the student's achievement. The researcher explained that student achievement really needed support from the principal's leadership and teacher performance.

Research Prabowo & Yoga (2016) explained that supervision is carried out by the school principal to help teacher performance so that it can stimulate teacher responsibility and creativity in the learning process.

In this study the authors chose the Walisongo Magelang Education Foundation as the research location because the Walisongo Magelang Education Foundation has schools from RA Walisongo I, II and III levels, MI Walisongo, MTs. Walisongo I and II, as well as Walisongo Vocational School. The Walisongo Magelang Education Foundation from an academic perspective is worthy of being used as a place in this research consisting of several things, namely: First implementing the development of the Ministry of National Education and Ministry of Religion curriculum. history of Islamic culture, Al-Qur'an Hadith, and Jurisprudence. As expressed by Ulva Dwiyati, a teacher of the moral creed subject at MTs Walisongo,

Third, the preparation of the syllabus and learning implementation plans have developed in line with the ongoing academic supervision carried out by the Madrasah supervisor at the Walisongo Magelang Education Foundation.
Fourth, teacher-centered learning styles in the past are now starting to apply learner-centered learning styles, this can be seen from the application of methods that allow students to actively participate in the learning process at the practical level. This is also in line with what was expressed by Aniyatus Sholikhah as the Deputy Director of the Madrasah for Curriculum. Fifth, on the dimensions of the current use of learning media by MTs Walisongo Magelang, religious teachers use various media such as charts in teaching moral principles and media in the form of videos in SKI learning. This development was due to the direction and direction of academic supervision by the Principal of the Walisongo Magelang Foundation School.

Under the guidance of the academic director of the Walisongo Magelang Education Foundation, it has brought about significant changes in the methods, media, methods and programs of study of Islamic religious education at the Walisongo Magelang Education Foundation, which has sparked an academic interest worthy of inclusion in this regard. This study aims to determine the guided academic supervision model that runs at MTs Walisongo Magelang.

The entire situation above deserves a review, with its various aspects, the Walisongo Magelang Education Foundation has never done anything like that in the field of learning management. The participants, namely supervisors, principals, teachers played an important role in Walisongo's academic supervision of school supervision by the Magelang Education Foundation. (Activities) namely Religious Learning Activities and Academic Supervision by MTs Walisongo Magelang

RESEARCH METHODOLOGY

The researcher used descriptive qualitative research. According to (Moleong, 2021) that the descriptive qualitative research is a study that explains to understand the phenomenon of the subject of research, behavior, perception, motivation, action, etc., holistically, and the way of describing the result in the form of words and sentences. The paradigm of this research is postpositivism, in which social reality is seen holistically, dynamically and full of meaning. In this research paradigm, the researcher himself is the main tool in data collection, so in post-positivist research this is called a human instrument, because humans are the instrument, especially in terms of data collection, so that it can become a research. The most basic tools for researchers are theory and broad perspectives for collecting data, analyzing data, recording objective conditions, as well as analyzing and reconstructing research objects so that the end result is clear and has data and analytical academic value.

Data collection techniques in the form of observation, interviews, and documents. The considerations and reasons for choosing the post-positivism paradigm are; 1) even and the purpose of this study is to see social phenomena that occur as systematic symptoms; 2) to obtain data in research, researchers make direct observations and interviews with informants within the framework of the scientific process as required postpositivism paradigm, namely there is a relationship between researchers and research subjects, so that researchers are able to understand and interpret how social actors
reproduce the social world that the researcher observes; 3) in fact, the individual's relationship with its social environment is also related to other documentation materials as language documents kept by the public. This material is also studied by researchers to obtain complete understanding of the activities of social actors in their social environment overall; 4) in analyzing the data, since the beginning, researchers collect various kinds of data and information as well as other sources of knowledge, researchers try to build something induction framework, which then compare with public policy theory and other theories used in this study.

RESULT AND DISCUSSION

Based on observations and interviews with school principals and teachers that supervision activities in the nature of assistance, direction and guidance carried out by school principals are highly expected by teachers to improve competence in teaching, at MTs Walisongo Sidowangi Magelang the school principal carries out supervision at least in two stages (semester and annual) as stated by Zulfakar et al., (2020) that supervision is carried out by the school principal referring to all components of supervision planning which begins with the creation of a supervision program which includes annual programs and semester programs.

In formulating the supervision component, one must also look at the purpose of the supervision itself, supervision planning is also formulated with a clear objective, namely to improve and develop teacher quality (Zulfakar et al., 2020). Academic supervision is also the basis or basis for professional supervision activities, namely the study of mentoring system carried out by school principals to improve teacher professional abilities. The importance of the teacher's role and function in the world of education, school principals have a vital role in managing school management and improving teacher performance (Saleh & Mutiani, 2021) in supervision planning there are several things that must be done, namely determining goals, implementation time, and making schedules supervision (Setyaningsih & Suchyadi, 2021).

Academic supervision must be able to make teachers develop their competence. There are four competencies that must be developed through academic supervision, namely personality, pedagogic, professional, and social competencies (Sunaryo, 2020). That in order to realize an effective school, the component that is considered important is the existence of a school principal who is not only a school personification figure, but also understands the goals of education, has a vision for the future of the school (Syamsuddin, 2020).

Means the essence of academic supervision at all not assessing the performance of teachers in managing learning process, but rather helps teachers develop abilities his professionalism (Hs., 2019). in carrying out their leadership duties the school principal always implements policies that lead to achieving the goals of a school organization (Zuldesiah et al., 2021). Leadership style is adapted to the conditions and characteristics of the subordinates. There needs to be different treatment or action from the school principal as the school leader towards the teacher as his subordinates because teachers
have different characteristics and abilities by giving these different treatments, it will improve teacher performance (Zuldesiah et al., 2021)

Clinical supervision can be likened to a doctor who will treat his patient, so the doctor will observe the cause of the patient's disease first by asking what the patient feels. Once known, the doctor will give advice and prescribe medication. Likewise with the scope of education, that's how a supervisor carries out clinical supervision activities for teachers who experience problems in the teaching and learning process, namely in the form of teacher complaints and will be fostered and solutions will be found by supervisors (Kristiawan et al., 2017). From 7 religious teachers obtained from data from the madrasa head that the pre-supervision data showed that 4 teachers had poor performance and 3 teachers had fairly good performance; supervision I as many as 4 teachers have a pretty good performance; and in supervision II as many as 6 teachers have performance in the good category, while the remaining 1 teacher has a performance value in the pretty good category. Thus, the application of clinical model academic supervision carried out with two supervisions has been able to improve teacher performance. If school principals and school supervisors often carry out supervision and assistance to teachers, of course, this will improve the quality of teaching so that student learning achievement will also increase.

In an educational institution, the teacher's role is crucial in efforts to improve the quality of education. Therefore, the teacher as a learning agent is required to be able to carry out the learning process as well as possible, in the framework of educational development (Saihu, 2020), improving teacher performance by using information technology and supervising class visits in carrying out their obligations when carrying out learning activities and fostering students at school (Rizki et al., 2022).

The lack of a teacher's ability to use various interesting learning methods for students, the teacher is a determinant of the success of education through its performance in providing teaching while the principal's academic supervision is one of the aspects that supports increasing teacher teaching performance school principals should provide regular and structured academic supervision services in order to be able to encourage teachers to be more empowered, and teaching and learning situations to be better, teaching to be effective, teachers to be more satisfied in carrying out their work (Suhayati IY., 2013).

Principal supervision has a positive effect on teacher performance. This means that the higher the supervision of the principal, the better the teacher's performance. Conversely, if the supervision of the principal is low, then the performance of the teacher will also be affected. teachers, conversely, the lower the teacher's work motivation, the less good the teacher's performance will be (Aprida et al., 2020). This study implies that every increase in supervision by the principal will be followed by an increase in teacher performance, and vice versa every decrease in supervision by the principal will have an impact on a decrease in teacher performance (Manueke et al., 2021).

CONCLUSION
The implementation of academic supervision by the principal at the Walisongo Foundation is as follows:

1. The teacher prepares learning starting from preparing the material to be taught in accordance with the lesson plan, preparing teaching aids to be used if necessary, preparing questions and directions to stimulate active student learning, studying students' conditions. In the implementation of teaching in the classroom also use skills such as opening and closing lessons, explaining skills, asking questions, providing reinforcement, holding variations, guiding in discussions and managing the class.

2. Implementation of the evaluation starts from the preparation of plans and forms of tests, data collection, data verification, processing, analysis and follow-up. Here the teacher is still not optimal in analyzing and following up on the results of the evaluation, mostly stopping at the grade processing stage, follow-up learning activities are carried out to optimize student learning outcomes both in the form of enrichment and improvement, the purpose of remedial activities is so that students can understand themselves, especially achievement learning, can improve / change the way students learn in a better direction. Some descriptions of the activities that have been carried out, starting from the initial process to the end, are in accordance with the learning steps, it's just that there are still weaknesses in the evaluation process which has only reached the value processing stage, there are still weaknesses in the enrichment and improvement process. The implementation of academic supervision at the Walisongo Education Foundation in Magelang has quite significant implications for increasing the professionalism of teachers there.

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