

Improving Professional Teacher Competence through Learning Supervision for Madrasah Teachers with a Background in Islamic Boarding School Education

Muslim*

Universitas Islam Negeri Walisongo Semarang, Indonesia

ARTICLE HISTORY

Submitted
23-03-2024

Accepted
10-05-2024

Published
26-05-2024

ABSTRACT

This research discussed learning supervision for madrasah teachers who had an educational background in Islamic boarding schools to improve the professional competence of teachers. The objectives of this study were to find out the condition, the professional competence, and the implementation of learning supervision for teachers with an educational background in Islamic boarding schools (Pesantren) at MTs. Ma'arif NU Semarang, Indonesia. This qualitative research field used observation, interview, and documentation methods. Data analysis in this study used qualitative analysis with the stages of data reduction, data presentation (data display), and data verification (conclusion drawing). The results and findings of the research were the educational backgrounds of Pesantren with the culture of Santri, they brought from their respective Pesantren with various disadvantages and advantages. It was found that there were teachers who were rebellious and tended not to follow the rules and demands. There were eccentric teachers, laziness, and others. Moreover, they also had advantages in the deep understanding of religious lessons. Teachers of MTs Ma'arif NU Semarang City with an educational background in Pesantren obtained three categories: the good category of 15.38%, sufficient 7.69%, and low 76.92%. Thus, efforts needed to be made to improve the professional competence of these teachers.

KEYWORDS

Madrasah's Teacher, Professional Competence; Learning Supervision; Pesantren Background.



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Copyright © 2024 [Nadwa: Jurnal Pendidikan Islam](#)

*Corresponding author: Muslim ✉(muslim@walisongo.ac.id), Universitas Islam Negeri Walisongo Semarang, Indonesia.

Introduction

The characteristics of supervision of learning are different from supervision in the manufacturing industry (factory) or other types of work. The first factor that causes this difference is the characteristics of the work being supervised. Teaching work can not be equated with manual work in the company because the teaching faced is a student participant, involving intellectual and emotional elements. Hence, the nature of its work is not routine. The key word in teaching supervision is not supervision but helping teachers to improve learning (Oliva 1984).

The difference between learning supervision and supervision in the company can also be found in the objective aspect. Supervision of teaching, the ultimate goal is not only on teachers' performance. Still, it should reach to improve the learning results of students. As emphasized by Glickman, teaching supervision is a series of activities that help teachers develop their ability to manage the teaching and learning process to achieve teaching goals. This is the ideal goal of teaching supervision. If these perfect concepts are implemented, the quality of education in Indonesia can be expected to increase significantly (Glickman 1981).

In practice in the field, the ideal supervision of learning has long been far from expected. Both the barriers caused by the structural aspects of the bureaucracy, as well as the work culture and interaction of supervisors with less-supported teachers, have distorted the ideal value of teaching supervision in schools. What has been carried out by the educational supervisors has not shifted from the department's name, which only supervises (Towali and Posangi 2020).

Teachers are learning managers or so-called learners. The factors that need to be considered by learners are teaching skills, managing learning stages, and utilizing available methods. In the learning interaction, the teacher holds primary control over the success of achieving the learning objectives. Therefore, teachers must have the skills to teach, manage the teaching stages, use available methods, use media, and allocate time. These five factors are factors of the teacher's approach to communicating his teaching actions to the learning objectives. Teaching skills are a set of teachers' competencies that show their performance professionally (Rohiyatun and Mulyani 2017).

Madrasah in the Ma'arif NU Educational Institution, especially Ma'arif NU Semarang City, consists of Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah, yang all of them have various teachers or *ustadz* including teachers who have an educational background in Islamic boarding school because indeed these teachers are needed because they are related to learning in religious subjects. However, on the other hand, teachers with an educational background in Islamic boarding schools have uniqueness and specificities related to the traditions brought when they become students (Saumantri and Hafizd 2022).

Madrasah teachers with an educational background in Islamic boarding schools on the depth of knowledge have advantages in religious science, so they are needed to

become teachers in spiritual subjects. On the other hand, they. On the other hand, they have many shortcomings, including in learning methodology. The existence of pieces of training and the implementation of intensive, effective, and efficient learning supervision can overcome this. Still, in other respects, they have the uniqueness and specificity related to the traditions of students that they have carried since they were married, namely, students tend to have unruly habits, lazy, rebellious, self-willed, self-centered; these are all eccentric behaviors that are not good and inappropriate to do at the time they become teachers because they will be role models for their students (Anissa, Nurfazriah, and Tabroni 2022).

In addition, the behavior of students that is difficult to change is that they do not want to be reminded or supervised by people who are considered to have no higher depth of religious knowledge than them; for example, they want to hear if the person who gives input is a Kyai, and also students have a wrong concept of understanding of *Lillahi Ta'ala* (for the sake of Allah) thinking which is interpreted with wrong understanding. For this reason, what needs to be changed is their *mindset* through the implementation of special learning supervision, so it is necessary to have a unique supervision model to be applied to teachers who have an educational background in the Islamic boarding school (Herwati 2021).

By looking at the conditions mentioned above, researchers were interested in researching Learning Supervision in Madrasah Teachers with Educational Backgrounds in Islamic boarding schools to Improve Teacher Professional Competence (a Multi-Case Study on MTs. Ma'arif NU Semarang City, Central Java).

MTs. Ma'arif NU Semarang City, there are two categories, namely MTs. in general/common and MTs. based on *Pesantren* (Islamic Boarding school); madrasah-based *Pesantren* is a madrasah that has unique characteristics that other madrasahs/schools do not have, these unique characteristics include the learning process which uses a *whole day school system learning system, bilingual*, and daily religious practices, e.g., mujahadeen asma'ul husna and reciting the Qur'an every morning before lessons begin, prayers of jama'ah suhur and ashar and habituation of akhlakul karimah. Madrasahs are based on Islamic boarding schools in Central Java, especially in the Ma'arif environment, with two categories, *salaf* and *modern*, so they can be chosen: MTs: Ma'arif NU Semarang City, Central Java, based on Islamic boarding schools.

This research is limited to developing a learning supervision model to improve the professional competence of madrasah teachers with Islamic boarding school education backgrounds at MTs—Ma'arif NU Semarang City is based on Islamic boarding schools. The implementation includes aspects of Supervision, Briefing, Coaching, and Improvement, as well as improving self-quality. Besides, supervisors must have 1) the ability to compile a learning supervision program, 2) the ability to carry out a learning supervision program, and 3) the ability to utilize the results of learning supervision.

Because of the broadness of these aspects, this study is only limited to MTs. Ma'arif NU Semarang City is based on Islamic boarding schools, namely, MTS. Hidayatus Subban Karang Roto Genuk, MTs. Husnul Khotimah Rowo Sari Tembalang, and MTs. Taqwal Ilah Tunggu Meteseh Tembalang.

The reason for the research on these problems is that madrasah teachers with a background in Islamic boarding school education have unique, while in the selection of those schools with consideration in madrasahs based on *pesantren* with the category of *salafiyah* Islamic boarding schools that are managed modernly.

The objective of this study is generally to get a clear description of the supervision of learning of madrasah teachers with a background in Islamic boarding school education at MTs. Ma'arif NU Semarang City, which is based on Islamic boarding schools. Meanwhile, in particular, the objectives of this study are to find out: 1) The condition of madrasah teachers with a background in Islamic boarding school education at MTs. Ma'arif NU Semarang City. 2) Professional competence of madrasah teachers with a background in Islamic boarding school education at MTs. Ma'arif NU Semarang City. 3) Implementing Learning Supervision for teachers with Islamic boarding school education backgrounds in MTs. Ma'arif NU Semarang City

Research Method

Supervision techniques can be done individually or in groups. Individual supervision techniques include activities inside and outside the classroom. Individual supervision activities in the classroom include a) class visits and observations, b) supervision to know competencies, c) clinical supervision, and d) supervisor conversations with teachers.(Fauzi, Fajriya, and Gunawan 2023)

Individually, supervision programs outside the classroom in the sense of teacher professional development in general, among others, include: a) taking courses in higher education, b) involvement in evaluation, c) conferences and other professional activities, d) selection of textbooks and other learning materials, e) reading professional journals/readings, f) writing articles about the profession, g) selection of professional teachers/staff, h) informal meetings of supervisors with teachers, and i) various other forms of experience that allow professional improvement of teachers.(Istianah 2019)

Various supervision activities were carried out in groups, including a) orientation for new teachers, b) classroom trials or class action research, c) sensitivity training, d) effective teacher meetings, e) conducting *Delphi* techniques to make decisions regarding learning improvements in madrasahs/ schools, f) visiting other professional teachers, g) developing exam instruments together, and h) teacher activity centers.(Susanti 2022)

In the supervision activities of the group, of course, the supervisor's role stands out as a coordinator and *group leader*. Meanwhile, in individual supervision activities, supervisors act more as consultants. The various activities or supervision activities are,

of course, very dependent on the supervisor's initiative. In implementing supervision, the characteristics of teachers faced by supervisors must vary. These differences can be seen in age, maturity, work experience, motivation, and teaching ability. Therefore, the supervisor must apply an approach that follows the character of the teacher he is facing. If the approach is inappropriate, supervision activities are unlikely to run effectively. (Maimunah 2020)

Learning supervision activities include planning the learning process, implementing the learning process, and assessing learning outcomes following the minimum provisions or standards set for each learning activity. Learning supervision uses techniques for providing examples, suggestions, advice, and discussions individually, in groups, or classically to teachers through oral, written, or audio-visual media. (Astuti, Sulanam, and Andayani 2022)

Results and Discussions

The Condition of Madrasah Teachers with an Educational Background in Islamic Boarding School

In general, MTs Ma'arif NU Semarang City teachers had been representative. They met the comparison of the ratio of teachers and students and on sufficient had met the needs in quantity even though there were still some teachers who had not been familiar with their qualifications or there was a teacher mismatch. Those related to the author's research object were teachers who had a boarding school educational background with a student cultural background which he brought from different *pesantren*; however, whatever his background, the teacher was ultimately required to have professional competence as one of the competencies that the teacher had to fulfill.

One way to improve the professional competence of MTs Ma'arif NU Semarang City teachers was through learning supervision for these teachers, including teachers who had a background in Islamic boarding school education. The conditions of teachers who had an educational background in Islamic boarding school at MTs Ma'arif NU Semarang City that researchers determined as objects were as follows:

1. MTs Husnul Khotimah

Of the MTs Husnul Khotimah teachers, there were 15 teachers, 11 male and four female. In contrast, teachers who had a boarding school education background were four people, with a percentage of 36.36%. After an interview with these teachers, they turned out to have made adjustments by attending the Strata 1 program lectures at private universities. Three people had graduated and attended Teacher Professional Education and Training (PLPG), and only one had not participated in PLPG. (Interview with Istolik, S.Ag., dated October 20, 2014).

2. MTs Hidayatus Subban

For MTs Hidayatus Subban teachers, there were 23 teachers with details; There were 12 male teachers and 11 teachers, while those who had been certified were 13 teachers and 10 teachers who had not. The teachers with a boarding school education background were five people, with a percentage of 21.74%. 2 people had been certified, and all passed the undergraduate program (S1) (interview with Abd. Shokib, M.S.I, October 22, 2014).

3. MTs Taqwal Ilah

The condition of MTs teachers who had a boarding school education background from teachers in MTs Taqwal Ilah is six people out of a total of 25 teachers consisting of male teachers, 14 people, and 11 people, with a percentage of 24%, and the teachers with Islamic boarding school education backgrounds, three people had passed undergraduate and of which three people had not continued their undergraduate studies. Those who graduated had passed certification (Results of an interview with Ka TU Farikhin, S.Pd. I, dated October 23, 2014.)

Professional Competence of Madrasah Teachers with an Educational Background in Islamic Boarding School

Teacher professional competence is the teacher's ability to master knowledge in the fields of science, technology, and/or art, which at least includes mastery of (1) subject matter broadly and deeply according to the content standards of the educational unit program, subjects, and/or groups of subjects he has, and (2) concepts and methods of relevant scientific, technological, or artistic disciplines that conceptually overshadow or coherent with the program of the educational unit, subjects, and/or groups of subjects that are in question. (Koriati, Syam, and Ariyanto 2021)

From the above description, mastery/ability can be classified into two masteries/skills: the ability to plan learning and the ability to carry out learning. Therefore, teachers with professional competence include teachers who have these two abilities, while finding out whether the teacher has these two abilities is done with an instrument in the form of a Teacher Ability Assessment Tool (APKG) 1 and 2.

Meanwhile, to calculate the score on the APKG with the following conditions: Scoring (scoring process) for APKG 1 and APKG 2 can be done in various ways; a straightforward way can be done with *additive weighting* (on a scale of 100) as follows (Fadila 2014):

1. APKG1 scoring:

- a. Calculate individual scores by summing the scores of each item ($\sum X_o$)
- b. The ideal maximum score ($\sum X_i$) is $23 \times 5 = 115$
- c. Convert individual scores to a scale of 100 with the following path:

$$\text{Scale} = \frac{\sum X_o}{\sum X_i} \times 100$$

d. Example: a teacher gets a total score of 85, then the scale=

$$\frac{85}{115} = 73,91$$

2. APKG 2 Scoring:

a. Calculate individual scores by summing the scores of each item ($\sum X_o$)

b. Ideal maximum score ($\sum X_i$) is $21 \times 5 = 105$

c. Convert individual scores to scale 100 with the following path:

$$\text{Scale} = \frac{\sum X_o}{\sum X_i} \times 100$$

d. Example: a teacher gets a total score of 85, then the scale=

$$\frac{85}{105} \times 100 = 80,95$$

e. Determine the combined scale (score)

Scale score=

$$\frac{(\text{APKG1 Scale}) (40) + (\text{APKG2 Scale})(60)}{100} = 78,13$$

f. Determine the earned value with the following PAP criteria:

Tabel 1. Earned value with PAP criteria

Scale Criteria	Value/ Qualification
90 - 100	4 / A (Very good)
75 – 89	3 / B (Good)
65 – 74	2 / C (Sufficient)
40 – 64	1 / D (Low)
0 – 39	0 / E (Very low)

So that the teachers mentioned above got a good rating (grades 3 / B)

In this study, data on the results of research on the professional competence of teachers who have an educational background in Islamic boarding school at MTs Ma'arif NU Semarang City had been collected and focused on three MTs, namely: MTs

Husnul Khotimah Rowo Sari, MTs Hidayatus Subban Karang Roto, and MTs Taqwal Ilah Meteseh as follows:

Tabel 2. Recap of the Results of the Professional Competency Assessment of Teachers Who Have an Educational Background in Pesantren Mts Ma'arif Nu Semarang City

No.	Respondent Code	Value			Final Value or Qualification
		APKG1 (40%)	APKG2 (60%)	Sum	
1.	A	78.23	74.46	75,97	3/B (Good)
2.	B	60.18	62,20	61,39	1/D (Low)
3.	C	56,15	60	58,46	1/D (Low)
4.	D	65,13	64,17	64,55	1/D (Low)
5.	E	58,17	60,28	59,44	1/D (Low)
6.	F	55.45	60,87	58,70	1/D (Low)
7.	G	57,98	59,89	59,13	1/D (Low)
8.	H	67,89	65.50	66,46	2/C (Sufficient)
9.	I	74,67	75,10	74,93	3/B (Good)
10.	J	58,69	60,10	59,54	1/D (Low)
11.	K	62,18	62,15	62,16	1/D (Low)
12.	L	60,43	62,13	61,45	1/D (Low)
13.	M	58,86	60,45	59,81	1/D (Low)
Average		47.70	52,87	63,23	
Average Professional Competency Score					1,385/D (Low)

From the data, it could be explained that of the 13 teachers who had a boarding school education background who were respondents, with details who got **good grades (3 / B)**, a total of 2 teachers or with a percentage of 15.38% had good professional competence, while those who got **a sufficient category (2 / C)** several one people or with a rate of 7.69% and the remaining 10 teachers received a teacher professional competency score with a **low predicate (1 / D)** with a rate of 76.92%.

Implementation of Learning Supervision for Teachers with Educational Backgrounds in Islamic Boarding Schools

Glatthorn stated that the competencies that supervisors must have include matters related to the nature of teaching, the nature of adult development, and the characteristics of a good and effective school (Glatthorn 1990). Meanwhile, according to Wiles and Bondi, the role of supervisors includes eight areas of competence, namely: a) supervisors are developers of people; b) supervisors are curriculum developers; c) supervisors are instructional specialists; d) supervisors are human relation workers; e) supervisors are staff developers; f) supervisors are administrators;

g) supervisors are managers of change; and h) supervisors are evaluators (Wiles and Bondi 2004). Sergiovanni put forward various approaches to supervision, including a) scientific supervision, b) clinical supervision, c) artistic supervision, and d) integration between the three approaches (Sergiovanni 1982, 35).

Regarding the nature of teaching, the supervisor must understand the interrelationships of various influential variables. First are organizational factors, especially organizational culture and the presence of other professionals in educational institutions. Second, it relates to the teacher's personality, concerns the teacher's knowledge, the ability to plan and make decisions, work motivation, stages of development or maturity, and teaching skills. Third, it relates to the *support system* in teaching, namely the curriculum, various textbooks, and exams. Finally, the students' presence in the classroom varies greatly.

In this section, researchers will display and present data related to the application of supervision of madrasah teacher learning with an educational background in Islamic boarding schools and increasing the professional competence of madrasah teachers. From the object of study on the three MTs that were used as objects, the following information had been obtained:

Implementation of Learning Supervision

Regarding implementing learning supervision for madrasah teachers with an educational background in Islamic boarding schools, three MTs, namely MTs Husnul Khotimah, MTs Hidayatus Subban, and MTs Taqwal Ilah, generally stated that learning supervision was carried out on all teachers regardless of their educational background.

As for the supervision of teachers with an educational background in Islamic boarding schools, information was obtained for MTs Hidayatus Subban and MTs Taqwal Ilah, the head of the madrasah, only stated that "supervision of learning has been carried out." (Headmaster of MTs Hidayatus Subban 2014) (Headmaster of MTs Taqwal Ilah 2014). As for MTs Husnul Khotimah, the head of the madrasah stated that learning supervision was carried out, but not following the program, meaning that learning supervision was carried out depending on and looking at the situation and conditions, with certain conditions and needs new learning supervision was carried out (Headmaster of MTs Husnul Khotimah 2014).

Learning Supervision Planning

For general learning supervision planning from the information collected, information was obtained that MTs Husnul Khotimah, the head of the madrasah, said that supervision of madrasah teachers with a background in Islamic boarding school education was carried out unplanned and not carried out regularly. Still, the planning and implementation were carried out with "immediate planning" (Headmaster of MTs Husnul Khotimah 2014). As for MTs Hidayatus Subban, the head stated that "planning was done at the beginning of the year" (Headmaster of MTs Hidayatus Subban 2014). On the other hand, as for MTs Taqwal Ilah, the Head of the Madrasah, only stated that

"supervision of learning was carried out in a planned and regular manner." (Headmaster of MTs Taqwal Ilah 2014).

Learning Supervision Executive

Those who carried out learning supervision of the three MTs, each madrasah head explained that those who carried out learning supervision for all teachers, especially madrasah teachers who had a boarding school education background, were:

"Supervision was carried out by the Head of the Madrasah as a supervisor and sometimes assisted by an Islamic Education Supervisor from the Semarang City Ministry of Religion" (Headmaster of MTs Taqwal Ilah 2014).

How to Plan the Implementation of Learning Supervision

From the collected data, in carrying out supervision, the head of the madrasah planned with the teacher and with the agreement of both parties, and in carrying out the supervision of learning, the head of the madrasah previously made an agreement with the teacher who wanted to be supervised and when was ready to be supervised (Headmaster of MTs Hidayatus Subban 2014) (Headmaster of MTs Taqwal Ilah 2014). In contrast, in MTs Husnul Khotimah this was not conducted the same but "by way of being notified before the execution of" (Headmaster of MTs Husnul Khotimah 2014).

Agreement on the Implementation of Learning Supervision with the Teachers

In general, the implementation of learning supervision for madrasah teachers who had an educational background in Islamic boarding schools that had been carried out in MTs, which was the object of research, had been agreed upon between the supervisor and the teacher to be supervised, the following were the interview results:

"The implementation of learning supervision before it was carried out was an agreement with teachers with an educational background in Islamic boarding school when supervision would be done" (Headmaster of MTs Hidayatus Subban 2014) (Headmaster of MTs Taqwal Ilah 2014).

As for MTs Husnul Khotimah;

"Supervision was carried out with prior notice to teachers who wanted to be supervised." (Headmaster of MTs Husnul Khotimah 2014)

How to Carry out Learning Supervision

Implementation of learning supervision for madrasah teachers who had a background in Islamic boarding school education, namely;

"by waiting in the classroom, and the results were discussed with the teacher after the implementation of supervision" (Headmaster of MTs Hidayatus Subban 2014) (Headmaster of MTs Taqwal Ilah 2014).

Meanwhile, in MTs Husnul Khotimah, supervision was carried out by "only fleeting observations, and the results were delivered to the teacher" (Headmaster of MTs Husnul Khotimah 2014).

What is supervised related to the professional competence of the teachers

Matters that were supervised related to the professional competence of madrasah teachers who had an educational background in Islamic boarding school by the head of the madrasah included;

"Teaching methods/models, classroom mastery, material mastery, and teacher administration (Headmaster of MTs Husnul Khotimah 2014).

Meanwhile, MTs chief Hidayatus Subban stated;

"What were supervised matters related to learning preparation, implementation, and evaluation" (Headmaster of MTs Hidayatus Subban 2014).

Teacher Responses after Supervision

The responses of teachers, after being supervised, accepted the suggestions given by the head of the madrasah. However, there were some who accepted but with argumentation and accepted the suggestions given with a heavy heart. (Headmaster of MTs Hidayatus Subban 2014) (Headmaster of MTs Taqwal Ilah 2014) (Headmaster of MTs Husnul Khotimah 2014).

Follow-up of the Results of Supervision that the Teacher Must carry out

Follow-up of the results of the supervision carried out, there were:

"Teachers who have a background in Islamic boarding school education after learning supervision is held by the head of the madrasah or supervisor wanted to make improvements in learning that were following inputs and provisions so that the professional competence of teachers was further improved."

With arguments because they wanted to move forward like other teachers.

Impacts Associated with Improving Professional Competence after Supervision

The impact caused by the implementation of learning supervision on teachers in improving professional competence after supervision was:

"After supervision of learning in teachers with Islamic boarding school education backgrounds, it was hoped that their professional competence would increase, for example, the making of correct lesson plans in learning using a cooperative learning model and a learning approach according to the 2013 curriculum and others. Or, in general, started to improve for the sake of improving the

profession” (Headmaster of MTs Hidayatus Subban 2014) (Headmaster of MTs Taqwal Ilah 2014) (Headmaster of MTs Husnul Khotimah 2014).

Data Analysis of Research Results

Departing from the display of research data collected through observation, documentation, and interviews by researchers from objects and informants, both from teachers as superficial objects and heads of madrasahs and supervisors as supervisors, could be scorched in line on three things, such as The condition of madrasah teachers who have a background in Islamic boarding school education, professional competence of teachers, and the implementation of learning supervision on these teachers to improve their professional competence.

The condition of MTs Ma'arif NU Semarang City teachers based on the three selected objects: 13 teachers had Islamic boarding school education backgrounds, and 63 teachers. Thus, if the percentage is 20.63%, with these conditions, teachers who had an educational background in Islamic boarding schools with a student culture that they brought from their respective *pesantren* had various disadvantages and advantages; for example, it was found that their rebellious teachers tended not to want to comply with rules and demands, some teachers were eccentric, lazy, and others, besides also having advantages, such as the deep understanding of religious lessons, of course, this was different from teachers in general. Then, we need to pay enough attention to this issue.

The professional competence of MTs Ma'arif NU Semarang City teachers who had a boarding school education background could be obtained by passing the ability test with APKG1 and APKG2 instruments for these teachers had been obtained three; there were; the good category was 15.38%, sufficient 7.69%, and low 76.92%. Thus, efforts needed to be made to improve the professional competence of these teachers.

The implementation of learning supervision for MTs Ma'arif NU Semarang City teachers as an effort to improve the professional competence of teachers who had a boarding school educational background with a description as follows: Supervision had been carried out, the implementation was with or without planning instantly and some were scheduled for the beginning of the year, supervision was carried out by the head of the madrasah and sometimes assisted by the Islamic Education Supervisor from the Semarang City Ministry of Religion, In carrying out the supervision of the head of the madrasah by first informing and some by informing immediately when they wanted to supervise, and in the implementation there were those who waited and some were done at a glance and the results were conveyed to the teacher, the things supervised were related to the planning process and the final learning activities, while the response after supervision was upbeat and had an impact on improving the professional competence of the teacher.

From the description of the results of these data, in fact, after conducting a competency test, it was still dominant, occupying the position of low criteria. So, it is necessary to pay attention to the effectiveness and efficiency of implementing learning supervision with new models and approaches.

Conclusion

Based on the description of the previous chapters, the author could draw the following conclusions: First, the condition of MTs Ma'arif NU Semarang City teachers based on the three objects chosen, 13 teachers had an educational background in Islamic boarding schools from a total of 63 teachers thus, if the percentage was 20.63%. With these conditions, teachers who had an educational background in *pesantren* with the culture of students they brought from their respective *pesantren* with various disadvantages and advantages, for example, it is found that there were teachers who rebellious tend not to want to know the rules and demands, there are teachers who were eccentric, lazy and others, besides that, it also had the advantage of having deep religious knowledge, of course, this was different from teachers in general. Then, we need to get enough attention on this issue.

Second, the professional competence of MTs Ma'arif NU Semarang City teachers with a boarding school education background could be obtained by passing the ability test with APKG1 and APKG2 instruments. Teachers received three such as. The sound category is 15.38%, sufficient 7.69%, and low 76.92%. Thus, efforts needed to be made to improve the professional competence of these teachers.

Third, the implementation of learning supervision for MTs Ma'arif NU teachers in Semarang City as an effort to improve the professional competence of teachers who had an educational background in Islamic boarding schools with a description as follows: Supervision had been carried out, the implementation was with or without planning immediately and some were scheduled for the beginning of the year, supervision was carried out by the head of the madrasah and sometimes assisted by a Islamic Education Supervisor from the Semarang City Ministry of Religion, In carrying out the supervision of the head of the madrasah by first informing and some by informing immediately when they wanted to supervise, and in the implementation there were those who waited and some were done at a glance and the results were conveyed to the teacher, the things supervised were related to the planning process and the final learning activities, while the response after supervision was upbeat and had an impact on improving the professional competence of the teacher.

References

- Anissa, Siti Nurfazriah, and Imam Tabroni. 2022. "Memperbaiki Akhlak Santri Di Pondok Pesantren Al Asy'ariyah." *Lebah* 15 (2): 47–51. <https://doi.org/10.35335/lebah.v15i2.71>.

- Astuti, Hana Putri Puji, Sulanam Sulanam, and Rika Andayani. 2022. "Pengelolaan Kurikulum Dalam Peningkatan Kualitas Pendidikan Di Smp Wachid Hasjim 9 Sedati Sidoarjo." *Jurnal Administrasi Pendidikan Islam* 4 (1): 98–113. <https://doi.org/10.15642/japi.2022.4.1.98-113>.
- Fadila, Aulia Nur. 2014. "Peningkatan Pembelajaran Seni Budaya Dan Keterampilan Melalui Model Student Facilitator and Explaining." *Journal of Elementary Education* 3 (2): 7–13.
- Fauzi, Anis, Ria Fajriya, and Agus Gunawan. 2023. "Teknik Supervisi Akademik." *Jurnal Inovatif Manajemen Pendidikan Islam* 2 (1): 12–21. <https://doi.org/10.38073/jimpi.v2i01.673>.
- Glatthorn, Allan A. 1990. *Supervisory Leadership: Introduction to Instructional Supervision*. USA: Scott Foresman & Company.
- Glickman, Carl. D. 1981. *Developmental Supervision: Alternative Practice for Helping Teachers Improve Instruction*. Alexandria: ASCD.
- Herwati, Herwati. 2021. "Satlogi Santri Sebagai Sistem Nilai Dan Falsafah Hidup Pesantren Zainul Hasan Genggong Probolinggo." *LISAN AL-HAL: Jurnal Pengembangan Pemikiran Dan Kebudayaan* 15 (1): 31–46. <https://doi.org/10.35316/lisanalhal.v15i1.944>.
- Istianah, Iis. 2019. "Implementasi Program Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru Di SMAN 1 Cikarang Utara Dan MAN Kabupaten Bekasi." *Jurnal Administrasi Pendidikan* 16 (1): 72–87. <https://doi.org/10.17509/jap.v26i1.19861>.
- Kepala MTs Hidayatus Subban. 2014. "Interview."
- Kepala MTs Husnul Khotimah. 2014. "Interview."
- Kepala MTs Taqwal Ilah. 2014. "Interview."
- Koriati, Eti Dwi, Aldo Redho Syam, and Ayok Ariyanto. 2021. "Upaya Peningkatan Kompetensi Profesionalisme Guru Pendidikan Dasar Dalam Proses Pembelajaran." *AL-ASASIYYA: Journal Of Basic Education* 5 (2): 85–95. <https://doi.org/10.24269/ajbe.v5i2.4815>.
- Maimunah, Maimunah. 2020. "Pendekatan Dan Teknik Supervisi Pendidikan." *Al-Afkar: Jurnal Keislaman & Peradaban* 8 (1): 85–122.
- Oliva, Peter. F. 1984. *Supervision for Today's School*. 2nd ed. New York [N.Y.]: Logman.
- Rohiyatun, Baiq, and Sri Erni Mulyani. 2017. "Hubungan Prosedur Manajemen Kelas Dengan Kelancaran Proses Belajar Mengajar." *JUPE : Jurnal Pendidikan Mandala* 2 (2): 92–99. <https://doi.org/10.58258/jupe.v2i2.214>.
- Saumantri, Theguh, and Jefik Zulfikar Hafizd. 2022. "Rekonstruksi Psikoanalisis Humanis Dialektik Erich Fromm Dalam Pendidikan Pesantren." *Rausyan Fikr: Jurnal Ilmu Studi Ushuluddin Dan Filsafat* 18 (1): 111–33. <https://doi.org/10.24239/rsy.v18i1.880>.
- Sergiovanni, In TJ. 1982. *Supervision of Teaching*. Alexandria: ASCD.

- Susanti, Siti Saodah. 2022. "Manajemen Ekstrakurikuler Karya Tulis Ilmiah Dalam Membina Kesalehan Intelektual Siswa Di SMA Kabupaten Bandung." *As-Salam: Jurnal Ilmiah Ilmu-Ilmu Keislaman* 7 (2): 19–36.
- Towali, Khadijah, and Said Subhan Posangi. 2020. "Strategi Pengawas Guru Pendidikan Agama Islam Dalam Meningkatkan Tata Kelola Kelas Di Sekolah Dasar Negeri." *Jurnal Ilmiah AL-Jauhari: Jurnal Studi Islam Dan Interdisipliner* 5 (1): 99–120. <https://doi.org/10.30603/jiaj.v5i1.1345>.
- Wiles, Jon, and Joseph Bondi. 2004. *Supervision: A Guide to Practice*. USA: Prentice Hall.