



## EDUCATION SUPERVISION IN THE CREDIBILITY COMPETENCY OF PROFESSIONAL TEACHER

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### Abstract

Every activity of the school organization must be supervised by the principal. This is important because without supervision, all school program activities will not be successful. In this case, if there are deviations, it cannot be detected early and in detail. The role of the principal in this case is very important, in other words that success in carrying out supervision is largely determined by the skills of the supervisor. Supervision comes from the words super and vision which means to see and review from above or view and judge from above what is done by superiors on activities, creativity, and bottom performance.

**Keywords: Education Supervision, Professional Teacher Competence**

### A. Introduction

The essence of national development is to build Indonesian people as a whole. As we know that the level of the nation's welfare is not merely measured by adequate clothing and food, it needs to be followed by efforts to educate the nation's life and free the people from all backwardness through education. Building Indonesian people means preparing the Indonesian people to become responsible citizens and able to create a just and prosperous society based on Pancasila. Hasbullah is of the view that education is a fundamental human phenomenon and has a constructive nature in human life[1] Through education, a nation will become advanced, namely changing from a low level to a better level or degree of life. In accordance with the word of Allah SWT, namely: Meaning: "Allah will exalt those who believe among you and those who are given knowledge by several degrees (Surah Al-Mujdalam: 11)[2]

Every activity of the school organization must be supervised by the principal. This is important because without supervision, all school program activities will not be successful. In this case, if there are deviations, it cannot be detected early and in detail. The role of the principal in this case is very important, in other words that success in carrying out supervision is largely determined by the skills of the supervisor. Supervision comes from the words "super" and "vision" which means seeing and reviewing from above or observing and assessing from above what is done by superiors on activities, creativity, and bottom performance.[3]



Because of the importance of education and considering that education is a system that is always evolving and changing according to the demands of the times, it is necessary to have certain goals that must be achieved as the direction and movement of education itself. In Indonesia, the goals of national education as stated in the Law on the National Education System (SISDIKNAS) are:

"National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen"[4]

Starting from the formulation of national education, it is clear that the criteria for the quality of Indonesian people are human beings who have faith and are devoted to God Almighty. This is where the importance of education for the Indonesian nation lies. In fact, improving the quality of education cannot be separated from the role of teachers as educators, who deliberately lead their students to maturity. In this regard, educational supervision is very influential in improving the quality of education. P. Adams and Frank G. Dickey as quoted by Daryanto,[5] stated that the purpose of supervision is a program that plans to improve teaching. Efforts to improve learning and teaching are aimed at achieving the ultimate goal of education, namely the formation of the maximum personality of the teaching staff.

To realize this noble goal, educational supervision must be applied in all areas of the school whose implementation is carried out by the principal as a supervisor, because the principal can foster good morale for teachers. The teacher is a factor that has a very important role in delivering students to achieve educational goals. In carrying out their duties, teachers are always faced with very complex educational problems, where a teacher is required to complete the task properly in carrying out teaching and learning tasks. With the implementation of planned supervision and coaching of teachers, it can help teachers and school staff in conducting teaching activities effectively.

## **B. Discussion**

### **1. About Educational**

Supervision Supervision is supervision related to improvement problems. In terms of educational supervision, as stated by Boardman cited by Daryanto,[6] as follows: "Supervision is an effort to stimulate, coordinate and guide the continuous growth of school teachers, both individually and collectively, to better understand, and more effective in realizing all teaching functions, so that they are able and more competent to participate in modern democratic society.



Meanwhile, according to Nawawi[7], supervision is a service provided by leaders to help teachers become professional teachers in accordance with the development of science in general and education in particular and able to increase the effectiveness of the teaching and learning process in schools.

According to Purwanto,[8] supervision is all assistance from school leaders, which is aimed at the development of the leadership of teachers and other school personnel in achieving educational goals. to teachers in the form of encouragement, guidance and opportunities for skill growth.

## 2. Educational Supervision Techniques

### a. Supervision techniques that are individual in nature

Educational supervision can be carried out in various ways, with the aim of what can be expected to become a reality. While the individual educational supervision technique is a technique that is carried out individually. According to Daryanto[9] individual education techniques are:

#### 1) Class visits

A coach or principal comes to the class where the teacher is teaching. This visit is intended to assist teachers in solving the difficulties they face. What was found in this visit was to learn the nature and quality of the way children learn and how teachers guide their students. The function of this class visit is as a tool to improve teaching and learning. This class visit also helps the professional growth of teachers and supervisors, because it provides an opportunity to research teaching and learning activities, to improve the quality of education. Daryanto,[10] This class visit can be divided into three parts, namely: Class visit without prior notification. Class visits with advance notice. Class visits at the invitation of the teacher.

#### 2) Class observation

In carrying out the visit, the supervisor makes observations, namely examining the classroom atmosphere during teaching and learning activities. As for what was observed related to the problem of using media and teaching methods carried out by teachers. This class observation was conducted to obtain data with the aim of improving teaching and learning activities. The things that need to be observed by the supervisor are: The activities of teachers and students. Efforts and activities between teachers and students in relation to the use of teaching materials and tools. The efforts and activities of teachers and students in gaining learning experiences.

Social environment, school physical, both inside and outside the room and other supporting factors Daryanto[11] Meanwhile, according to Purwanto,[12] broadly speaking, individual supervision methods or techniques can be classified into four, among others: Conducting visits to class. Conduct observation visits. Guiding teachers on ways to study students' personal and or



overcome problems experienced by students. Guiding teachers in matters relating to the implementation of the school curriculum.

b. Professional supervision techniques

As for what is meant by professional supervision according to Cowell and Gardner,[13] are matters concerning ways to help teachers in their work and improve their professional skills and abilities. The main attention in this supervision is focused on the materials and methods of the teacher in teaching, on what is taught, and how he teaches. Furthermore, to achieve these goals, professional techniques are needed that occur into: Improvement or improvement of the teaching and learning process. In improving or improving the teaching and learning process that must be prepared are:

1) Planning the teaching and learning process

Teaching should not be made a routine task. Because teaching is not only knowledge, but also a skill or having tips (art) in teaching. So, the teacher should be seen as a fashion expert or learning program designer. He must master and be trained in preparing learning scenarios through teacher working groups in a certain area. There is an agreement in designing learning models by relying on the components specified in the teaching and learning guidelines. The same teaching preparation should not be established in Indonesia. The same are the main principles and components that must be adhered to. So that teachers have the freedom to design various learning design models and they feel free and responsible in carrying out various teaching models, and this is also a sign that they have succeeded in stimulating teachers to improve themselves. Provide opportunities for teachers to be able to develop themselves in a bond of professional responsibility.

2) Implementing the teaching teaching

and the learning process is an aspect of an organized school environment. This environment is regulated and supervised so that learning activities are directed according to the expected goals. Therefore lessons must be based on the basic needs of students, teachers get used to using the language of acceptance and reduce the language of rejection. Teachers must learn to listen actively so that the message conveyed gets the right response. Teachers must be aware that teaching is a tool to shape students to become educated. So the teacher provides a variety of learning experiences through a variety of varied learning activities.

For this reason, teachers must get support and assistance from supervisors to create human relations, teachers need to master skills in finding students' ways of thinking both in the process of explaining skills and strengthening skills. Besides, the teacher must have a way of teaching that can encourage students to understand themselves so that students have the ability to direct themselves without the help of others.



### 3) Assessing the process of teaching and learning outcomes

Evaluation as quoted by Daryanto,[14] that evaluation is a process of describing, obtaining, and presenting information that is useful for assessing alternative decisions. In addition, evaluation is used to find out the obstacles that exist in order to achieve educational goals, so that guidance and assistance can be given. Evaluation as a sub-system of national education, education must shape students into students who are devoted to God Almighty. In order to achieve these goals, a curriculum is made in which there are instructional objectives, subjects, sub-subjects, subject matter and so on. To find out how far that goal has been achieved.

The evaluations that are commonly used are formative evaluation and summative evaluation, both of which will be discussed one by one. Formative evaluation. According to Indrafachrudi,[15] this formative assessment is expected by teachers to improve teaching programs and implementation strategies. This formative evaluation is usually formed in LKS assignments, as well as in the form of daily tests as usually after each lesson unit is given. Actually, this formative evaluation is not only carried out at the end of the lesson, but is carried out during the lesson. For example, the teacher is teaching, asking questions to find out whether the students have understood what is being explained.

Summative evaluation which is meant by summative evaluation according to Purwanto,[16] is an assessment carried out every quarter or semester, after students complete a unit or part of a particular subject. The purpose of this evaluation is to see the results achieved from the subjects that have been given by the teacher in one semester. From this evaluation the teacher can assess the success of his students, to follow up on materials and methods that are in accordance with the students' abilities, to be applied to the next quarterly. And also with this evaluation the teacher can determine whether students can go to class or not. To carry out the evaluation above, an evaluation of learning outcomes is usually carried out at the end of the semester.

### c. Developing classroom management

At the time of teaching, a teacher is required to always try to create a pleasant classroom atmosphere. A pleasant learning atmosphere encourages high enthusiasm for learning. One of the problems in creating a pleasant learning climate is the problem of discipline in every teaching and learning process that takes place. Curriculum development. Curriculum development in schools is basically the preparation of a curriculum based on the official curriculum to be used as a guide in school implementation, which is in accordance with the curriculum components, according to Ali[17] , including: Component objectives. The purpose of the curriculum is the direction or target to be addressed by the process of providing education. Every educational activity should have a goal, because the goal leads to what is to be achieved, or as an illustration of the final result of an educational activity. With a clear picture of the results to be achieved, various activities and tools can be pursued to achieve them.



The purpose of the activity can arise from within oneself, it can also be offered by others to become the direction of our activities. However, every goal to be achieved from any source can lead to the activities carried out. With regard to the curriculum as a means of achieving educational goals, the ultimate goal is the goal of education or school goals. It cannot be achieved immediately in the short term, but takes a long time. To achieve this goal, it is necessary to take steps to achieve intermediate goals, namely curriculum goals, field goals of study, or teaching goals. However, intermediate goals often require immediate achievement steps, namely goals that describe the results or activities in the teaching process, or teaching goals.

Component content or curriculum materials. The learning experiences that students get from school become the content of the curriculum. Students carry out various activities in order to obtain the learning experience, this experience is designed and organized in such a way that what students get is in accordance with the objectives. In determining the type of experience that is the content of the curriculum, sometimes the goal is used as a reference, sometimes on the contrary, the content becomes a reference for the goal. This depends on the concept, building design, and philosophical references used. If the learning experience is preferred, then the learning experience refers to the goal. There are those who view the curriculum as a learning plan, especially those that are guided by the concept of an academic curriculum, the content of the curriculum is what subjects can be studied better. This thinking is basically based on a study of the value of mastery of a type of material for students.

Component method or curriculum organization. The organization of the curriculum shows the understanding of how the content of the curriculum is in the form of learning experiences and is given to students. Organization is closely related to teaching and learning methods which are the implementation of the curriculum, because the patterns used in compiling curriculum content also color the method. The form of the organization itself is determined by the form or type of curriculum that is prepared, so the form of the curriculum also colors teaching and learning methods. The student-centered curriculum, for example, emphasizes that its implementation aims to shape the whole person.

According to Ali[18] the implementation of this kind of curriculum does not teach students, but students carry out activities related to daily life through the projects they work on. The curriculum content as described above is organized in an integrated manner, so that the curriculum is known as an integrated curriculum or integrated curriculum. Evaluation component. Curriculum evaluation is a difficult and complex endeavor, because of the many areas that must be evaluated and the number of people involved and the breadth of the curriculum that must be considered. The most famous evaluation model is that given by Taylor which is oriented towards student learning outcomes. This is done to find out whether the planned educational goals have been achieved or not. Because a teacher does not pay attention to



the learning process or student learning outcomes, it will affect learning outcomes to achieve a goal that is expected by Nasution, [19] thus we can know that curriculum evaluation is very important to do, because to measure the level of success programs that have been planned in accordance with national education goals. If a discrepancy is found in this evaluation then this will be a problem in planning and implementation in the program.

Related to curriculum evaluation, several curriculum problems were found, including: The teaching staff are still pursuing targets. The implementation of the curriculum has not been supported by relevant books and sources, appropriate media and technology. The teaching staff has not been fully introduced to the current curriculum. Time allocation that is not in accordance with the weight of the material being taught. To be able to evaluate the curriculum better, the principles of evaluation must be adhered to. According to Ali[20], among others:

Evaluation refers to goals. The main function of evaluation is to assess the success of achieving goals. In order to be known clearly, the evaluation must refer to the objectives that have been formulated. Based on the data obtained from the evaluation, it can then be revised to these goals, or a study is carried out where the weaknesses or strengths of the curriculum are located in leading students to the intended direction.

The evaluation is carried out thoroughly. Often there is an evaluation of the curriculum only on certain parts. Evaluation is carried out on the results only, for example on the process. Sometimes the evaluation of the results or the evaluation of the process carried out only contains certain parts, for example, the evaluation of results is only related to the cognitive aspect. Likewise, process evaluation sometimes only concerns the availability of tools or the establishment of discipline. If such things are only carried out in the evaluation, it means that the evaluation only concerns certain parts, or is not comprehensive in what should be evaluated. Curriculum evaluation should cover broad aspects, including learning outcomes, processes, as well as the usefulness of what is learned for life, this is indeed not an easy job. However, if done carefully by using relevant techniques, it can provide significant benefits for the curriculum itself.

Evaluation must be objective. Decisions made on the results of curriculum evaluation must be made based on actual data. The data is obtained based on the results achieved with certain collection techniques, so that what is described is seen as something realistic. If all decisions are made based on objective data, the curriculum can be an effective tool in the educational process, because all improvements and changes are always based on empirical experience.

Conducting evaluations by adhering to the above principles can use various techniques. The technique is sometimes in the form of collecting objective data from students, sometimes from outside (society) views of the curriculum used in schools. Both should be the basis for



consideration in conducting an evaluation. Because, after all, the impact of the education process will be felt not only by the students themselves, but also by the community who will be accepted or use school graduates.

### **3. Study on Teacher Competence**

#### **a. Pedagogic Competence**

Pedagogic competence is the ability to manage student learning which includes understanding of students, design and implementation, learning, evaluation of learning outcomes, and development of students to actualize the various potentials they have Soebahar,[21] The pedagogical competencies that will be discussed in the study this is:

**Understanding of Students.** Teachers in carrying out the learning process should understand each individual student, because each student is different from one another. Both are seen from the level of intelligence, absorption of the material taught by the teacher and the abilities possessed by each student. Therefore, it is very important for teachers to understand students.

According to Slameto,[22] teachers need to consider individual differences, because each student has differences in several aspects, for example intelligence, talent, behavior, attitudes and others. So, teachers in carrying out the learning process should understand each individual student. because between one student to another is different. Both are seen from the level of intelligence, absorption of the material taught by the teacher and the abilities possessed by students.

According to Oemar,[23] teachers know their students with the intention that teachers can help their growth and development effectively. Therefore, it is very important for teachers to understand and know their students, so that teachers can determine the materials to be given and can also diagnose the difficulties faced by students so that teachers can help students overcome problems or difficulties faced by students.

Soemanto,[24] argues that there are several things that must be known to each student, namely: The nature of the child. A child is someone who is at a certain stage of development and has the potential to become an adult. Basic Needs of Children. Every child needs certain things and if those needs are not met then the child will have problems, so the teacher must know the needs of each student.

**Development Steps.** Child development includes physical, mental and spiritual aspects. This development is strongly influenced by the environment which plays a major role in shaping the character of the child. Meanwhile, according to Ahmadi,[25] suggests several things that must be understood by teachers about the personality of students such as: special intelligence and talents. Achievements from the start of school. Physical development and health. Emotional tendencies and character. Attitude and interest in learning. Ambition. Study and work habits. Hobbies and



use of leisure time. Social relations at school and at home. Family's background. Living environment. The special characteristics and difficulties of students.

From some of the opinions above, it can be understood that in essence it is a must for a teacher to understand students so that the learning process runs effectively and efficiently and the teacher can also determine what steps must be taken so that learning objectives are achieved properly. Development of the potential of students One of the goals of education is to help children develop their potential as much as possible. Soemanto,[26] students view madrasas as a place to find provisions that will open up the world for them. Therefore, madrasas are required to prepare students to become capable citizens.

By developing the potential possessed by students, students can understand the strengths and weaknesses that exist in themselves, so that in the end they can cover the shortcomings that exist in themselves in order to welcome a better future according to Soemanto,[27] . by the students must be developed by the teacher so that they become human beings who believe and are devoted to God Almighty, have the personality to have the skills needed by themselves, society, nation and state. Students view madrasas as a place to find provisions that will open up the world for them. Therefore, madrasas are required to prepare their students to become capable citizens. Allah says in Surah Al-Baqarah verse 269 which reads: Meaning: "...and only people who have reason can take lessons<sup>28</sup> From the verse above it can be explained that by developing the potential of students, students can understand the advantages and disadvantages that is in him, so that in the end they can cover the shortcomings that exist in him in order to meet a better future.

### b. Professional Competence Professional

competence is the ability to master learning material broadly and deeply which enables it to guide students to meet the standards set out in Soebahar's national education standards,[28] while according to Muhaimin,[29] professional competence concerns the ability and willingness and determination to achieve goals. Educational goals designed through quality work processes and products. So the professional competence in question is related to the ability and willingness and determination to realize educational goals by means of mastery of learning materials broadly and deeply.

The Ministry of Education and Culture (1998) cited by Sukmadinata [30] formulates professional competencies including: Mastery of Subject Matter. Subject matter is the content of teaching that will be conveyed by the teacher to his students to achieve a certain goal. In order for the learning process to run well and achieve learning objectives, a teacher in carrying out his duties must master the subject matter well. It is difficult to imagine if a teacher teaches without mastering the subject matter, the learning process that takes place will not run smoothly and is far from conducive, so that the learning process becomes rigid and students are less interested in



participating in the learning process, finally the planned learning objectives cannot be achieved well.

Moreover, in mastering the material in order to achieve better results, according to Ali[31] the teacher needs to master not only certain material that is part of a subject, but a broader mastery of the material itself. According to Usman[32] the scope of the material that must be mastered by the teacher is: "If students must master the minimum material as stated in the GBPP, then the teacher must of course master more than what is stated in the GBPP. Therefore, ideally textbooks for subjects should have (1) source books for students that discuss the material required by GBPP (2) teacher handbooks that discuss the expansion of material demanded by GBPP, including background material, basic concepts and new developments in science and technology".

From the above opinion it can be concluded that mastery of the material for teachers is very important and this is not limited to the teacher's handbook, but must be supported by other sources that support the material being taught. Mastery of Foundation and Educational Insights. The teacher's role in teaching and learning activities is not only carrying out the teaching and learning process according to existing provisions, but also the person who carries out a responsible task. In carrying out their duties, teachers are expected not only to depend on the task itself, but also depend on their personal attitudes and views on the task at hand, in other words depending on the educational insight possessed by the teacher.

According to Gulo[33] in Uzer Usman, teacher education insight essentially refers to the way a teacher sees himself and his duties. A teacher's view of himself and his duties stems from the view of life he has. From the picture above, it is clear that the teacher's educational insight is how he sees the nature of himself and his duties so that learning objectives can be achieved optimally.

In carrying out the learning process in addition to mastering educational insight, a teacher must also master the educational foundation so that the ongoing learning process can be directed and the objectives of the learning can be achieved properly. According to Sanjaya,[34] to master this educational foundation, for example, teachers understand the educational goals that must be achieved, both national goals, institutional goals, curricular goals, and learning goals.

Mastery of the Educational Process. The educational process is a learning process in educational units that is held in a fun, challenging, and motivating way for students to participate actively and provide sufficient space to develop creativity in accordance with the talents and interests of students. Mastery of the educational process for a teacher in carrying out the learning process is very important in order to create effective, meaningful and fun learning. Mastery of this



educational process can be through the use of appropriate teaching and learning strategies in accordance with the planned objectives.

#### **4. Supervision of education In credibility Competence of educators**

Along with the rapid development of science and technology as an effect of global developments, the head of madrasah must strive for the development of knowledge and skills possessed by teachers. The principal as a supervisor is one of the components of education that plays the most role in improving the quality of education. As stated by Mulyasa[35], there is a close relationship between the quality of a supervisor and various aspects of madrasa life such as madrasa discipline, madrasa cultural climate, and decreasing student misbehavior. Departing from this, the head of the madrasa is responsible for micro education management, which is directly related to the learning process in the madrasa.

There are several principles that can be applied by the head of madrasa as a supervisor to encourage educational staff to improve their competence, these principles are: Education staff will work harder if the activities they do are interesting, and fun. The objectives of the activity need to be clearly defined and communicated to the education staff so that they know the purpose of their work. Education personnel can also be involved in setting these goals. Educational staff should always be informed of the results of their work. Notice of reward is better than punishment, but sometimes punishment is also necessary.

Try to meet the needs of education personnel by paying attention to their physical condition, providing a sense of security, showing that the principal pays attention to them, arranging the experience in such a way that every employee has received satisfaction and appreciation. Supervisors must always play a role in improving the quality of learning carried out by teachers. In this case, the experience factor will greatly affect the performance of the head of the madrasa, especially in supporting the formation of an understanding of the education staff towards the implementation of their duties. The experience of being a teacher, being a deputy head of a madrasa, or being a member of a community organization greatly affects the ability of the head of a madrasa to carry out his work, as well as the training and upgrading he has attended.

The role that can be performed by a supervisor in improving the performance of education personnel and learning achievement of students can be described as follows: First; involve teachers in upgrading, to add insight to the teachers. Madrasah principals must also provide opportunities for teachers to improve their knowledge and skills by studying to a higher level of education. Second; The madrasa head must try to move the student learning outcomes evaluation team to work harder, then the results are announced openly and shown on the bulletin board. This is useful to motivate students to be more active in learning and improve



their achievements. Third; use study time effectively in madrasas, by ending the lesson according to the specified time, and using it effectively and efficiently for the benefit of learning.

The ability to guide teachers, especially in matters relating to the planning and implementation of learning and counseling (BK) programs, assessment of student learning outcomes and counseling guidance services, analysis of learning assessment results and counseling guidance services, as well as program development through enrichment and counseling activities. learning improvement. The ability to develop education personnel is mainly related to providing opportunities for educational staff to participate in various education and training regularly; revitalization of Subject Teacher Consultations (MGMP), Guiding Teacher Consultations (MGP), and Teacher Working Groups (KKG); discussions, seminars and workshops, and the provision of learning resources in the context of developing educational staff, madrasah principals must also pay attention to and improve teacher competence so that the teaching and learning process can run well and efficiently (Mulyasa, 2005: 101-102).[36]

The supervisor in improving teacher competence is fostering and providing guidance to teachers to develop the potential of students, creating a conducive madrasa climate, providing encouragement to all education personnel and participating in implementing interesting learning models and evaluating the actualization of various potentials possessed by participants. students so that they can hold an acceleration program for students who are intelligent above normal.

A supervisor in improving teacher competence is by providing good examples and role models as well as having the right strategy to establish a harmonious relationship with the environment, both in the madrasa and in the community and looking for new ideas and integrating every activity, setting an example for all staff. education in madrasas.

The development of teacher competence is intended solely to improve the quality of madrasas and students in terms of knowledge of the teaching materials taught by teachers. Some things that can be developed for teacher competency development include; (1) increasing knowledge and skills, (2) improving the quality of education personnel, (3) improving teaching skills (4) increasing the ability to develop learning programs. (Sulton, 2006: 77)[37]

Based on the results of the description above, it will be possible to identify the needs for increasing teacher competence appropriately. Therefore, to meet the increasing demands of the madrasa community, it is appropriate for a supervisor to think about efforts to increase the competence of the teachers in the madrasa. This effectiveness is intended so that all the



tasks given later can produce maximum success. This effectiveness is also important because teacher recruitment in the private sector is usually not based on pre-service programs as in the school system (formal schools) so it is seen that it still requires actual new insights and skills.

Implementation of Supervision in the context of Efficient and Effectiveness of Education, among others, grouping the problems found in the implementation of Supervision of the implementation of authority in the field of Education. 25 of 2000, the authority in the education sector is divided into (1) the authority of the central government, (2) the authority of the province, and (3) the authority of the district/city. Judging from the level of authority, the authority of the district/city is much greater than the authority of the provinces and the authority of the central government. The existence of these three levels of authority has an impact on the emergence of various problems related to the implementation of policies concerning quality assurance.

Educational supervision that is currently in effect is none other than the issue of school supervision and accreditation, which are the main factors in ensuring the quality of education in a district/city. The various strengths and potentials of regencies/cities tend to create disparities between regencies/cities. Meanwhile, the 'restricted' authority of the province tends to result in cross-district/city education services being poorly handled. The Importance of Teacher Resource Development with Supervision Matters related to the development of teacher resources, namely: among others, the position of a teacher is likened to a water source. The source of water must continue to increase, so that the river can flow continuously. If not, then the water source will dry up. Thus, if a teacher never reads new information, does not add to his knowledge of what is being taught, then it is impossible for him to provide knowledge and knowledge in a more refreshing way to students.

Furthermore, the position of a teacher is likened to a fruit tree. The tree will not bear fruit, if the roots of the parent tree do not absorb nutrients that are useful for the growth of the tree. Likewise with teacher positions that need to grow and develop. Both the personal growth of teachers and the growth of the teaching profession. Every teacher needs to realize that professional growth and development is a must to produce quality educational output. That is why teachers need to learn continuously, read the latest information on Supervision Implementation in the context of Efficient and Effective Education and develop creative ideas in learning so that the teaching and learning atmosphere is exciting and fun for both teachers and students. Increasing teacher resources can be carried out with the help of supervisors, namely people or institutions that carry out supervision activities for teachers. The need for supervision assistance for teachers is deeply rooted in people's lives.



Educational Efforts in Fostering Children's Moral Resilience The development of the current era of modernization brings many impacts in human life, these impacts are included in the world of education, especially for students. The impact of the development of modernization has brought a shift in the morale of children (students) which has resulted in the declining morale of students in schools. For example, there is the low respect of students to parents and teachers. Courtesy of language, as well as all forms of moral mistakes that exist in society. Learning in schools, on certain subject matter, is reluctant to include moral values which must of course be conveyed through the subject matter. This means that the teacher only provides material according to the existing field of study without including moral values to students.

## C. Conclusion

Every activity of the school organization must be supervised by the principal. This is important because without supervision, all school program activities will not be successful. In this case, if there are deviations, it cannot be detected early and in detail. The role of the principal in this case is very important, in other words that success in carrying out supervision is largely determined by the skills of the supervisor. Supervision comes from the words "super" and "vision" which means seeing and reviewing from above or observing and assessing from above what is done by superiors on activities, creativity, and bottom performance.

Supervisors must always play a role in improving the quality of learning carried out by teachers. In this case, the experience factor will greatly affect the performance of the head of the madrasa, especially in supporting the formation of an understanding of the education staff towards the implementation of their duties. The experience of being a teacher, being a deputy head of a madrasa, or being a member of a community organization greatly affects the ability of the head of a madrasa to carry out his work, as well as the training and upgrading he has attended. The ability to develop education personnel is mainly related to providing opportunities for educational staff to participate in various education and training regularly; revitalization of Subject Teacher Consultations (MGMP), Guiding Teacher Consultations (MGP), and Teacher Working Groups (KKG); discussions, seminars and workshops, and the provision of learning resources in the context of developing educational staff, madrasa principals must also pay attention to and improve teacher competence so that the teaching and learning process can run well and efficiently.



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