

## Supervision Academic In The Independent Curriculum At Madrasah Ibtidaiyah Jambi City

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**Abstract:** *The Madrasah Principal is the school personnel responsible for all activities at school. He has the authority and responsibility to Manages all educational activities in the school he leads. Supervision is a coaching activity planned to help teachers and staff other schools so they can do their jobs effectively. Objective This research is to find out the academic supervision strategies carried out by madrasa heads to improve teacher academic performance at Madrasah Ibtidaiyah (MI) in Jambi City. Results of academic supervision. . This research method is qualitative phenomenology with a study research design case. Data collection techniques through observation, interviews and documentation. Technique data analysis using flow, data reduction, presentation of data at the verification stage. Testing Data validity was carried out using a triangulation approach. The two teachers' planning stages were included in the good category with recap scores of 86% and 89%. In the implementation stage, class 1 teachers obtained a score of 86% in the good category, a score of 91% obtained by the class 4 teacher in the very good category. In the evaluation stage, both teachers were also included in the category both with recap scores of 86% and 85%. Meanwhile, the implementation of the Merdeka Curriculum at the SD/MI level prioritizes project-based learning in order to realize the Pancasila Student Profile. This is also very relevant to 21st century learning which equips students with the 4C skills needed to answer the challenges of the times. There are 3 (three) options in implementing or implementing the independent curriculum (IKM) at the SD/MI level, namely: Independent Learning Category, independent change category and independent sharing category at class I and class IV SD/MI levels starting in the 2022/2023 school year .*

**Key words:** *supervision, academy, independent curriculum*

### INTRODUCTION

Education is one of the key factors in a country's development, including in the Indonesian context. As a country with a majority Muslim population, Islamic religious education has an important role in shaping the character and morals of students. One of the educational approaches introduced in Indonesia is the Independent Curriculum, which gives schools/madrasahs the freedom to compose and develop their own curriculum and shape student characteristics and develop students themselves. One indicator of quality education is seeing success whether or not education is provided. Of course education is necessary adjustment to existing conditions. one of the actors in the independent curriculum is the existence of teachers as a necessary driver of education adapt to existing conditions, with better educational competencies will change for the better too. (Ansori, A., Supriyanto, A., & Burhanuddin, 2016). As we know, supervisors or supervisors must be capable provide guidance to teachers to develop competencies pedagogy (Messi, M., Sari, W. A., & Murniyati, 2018).

Supervisor not only tasked with improving the learning process, but also planning career development for both school principals and teachers. (Wandra, D., Marsidin, S., & Rifma, 2021). Supervisors must have critical thinking to solve problems may arise in the world of education, especially teachers. So it's needed cooperative and caring attitude to overcome these problems. Application Clinical supervision is a teacher development service to achieve progress education and impact on students (Sumarto, 2016). In the curriculum Merdeka Learning, supervision is an important part of reconstruction learning to be better. The orientation of the independent learning curriculum is prepare individuals to be able to develop thinking, critical, creative and thinking able to meet the needs of the times. (Faiz & Purwati, 2021).

With the implementation of the independent learning policy since 2020, the concept of driving schools, driving teachers and driving organizations has given a new color to the process of changing the curriculum and paradigm of learning activities. This also brings changes in the duties and roles of school principals at all levels of education. The role of the school principal now requires a higher level of awareness of their duties and roles, including continuous development of teachers and educational staff, with the aim of overcoming the various challenges they face well (Chairunisa, 2023) Starting in 2021, the independent learning policy, as regulated in the Ministry of Education and Culture Regulation number 56/M/2022 concerning strengthening the profile of Pancasila students, has had a significant impact on all parties involved in the world of education, including educators. This encourages a change in the educational paradigm towards a new learning paradigm. Liberating education basically places students at the center (student-centered learning), a concept that was introduced by Ki Hadjar Dewantara (KHD) since 1922 through the Taman Siswa college. In this learning model, the role of students becomes very important with teacher guidance. Students' interests, styles and learning readiness are placed as a priority, creating a joyful learning experience (Baro'ah, 2020). KHD also stated that teaching aims to liberate humans from physical aspects of life, such as poverty and lack of education. On the other hand, education aims to liberate humans from aspects of inner life, such as autonomy of thinking, decision making, dignity and democratic mentality (Rahayuningsih, 2022).

Based on the explanation above, it is important to note that supervision applied in the independent learning context is basically similar to conventional learning supervision. However, in the context of independent learning, supervision is more emphasized on strengthening the teacher's teaching paradigm, which places students as learning subjects who are capable of critical thinking (Semarang et al., 2022). To increase teacher professionalism

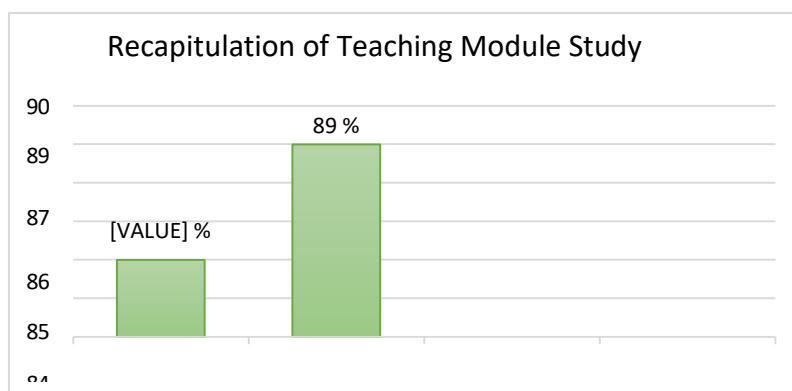
in the era of independent learning, it is necessary to make coaching efforts by Department of Educational Administration, Faculty of Education, Makassar State University to regional stakeholders. The aim of this effort is to develop a solution approach that helps school principals provide guidance and self-development to teachers and educational staff through academic supervision activities.

## **METHOD**

Phenomenological methods were used to conduct this research. In research qualitatively, people's explanations and knowledge of their experiences are examined and heard in more detail. This research aims to explain and examine academic supervision in planning, implementation and evaluation of learning at MI N 1 Jambi City and MIN 2 Jambi City. The research subjects were the principal and teachers of class 1 and class 4 of MIN 1 and MIN 2, Jambi City. The target group that is the focus of this service activity is the head of the MIN 1 and MIN Jambi City madrasas who are responsible for implementing learning supervision in the context of the independent curriculum. The training methods are lectures and simulations. The training activity began with the delivery of material regarding the concept and structure of the independent curriculum, with an emphasis on the role of the school principal as supervisor. The next step in this activity is to provide material regarding the implementation of the independent curriculum, which includes learning achievements, learning objectives, and the flow of learning objectives, as well as the use of teaching modules. Furthermore, school principals will be given an understanding of the concept of a new learning paradigm, which will help them in the process of developing differentiated learning, so that it is hoped that the principal will be able to guide and direct the teachers to be able to remove blockages that occur in learning activities.

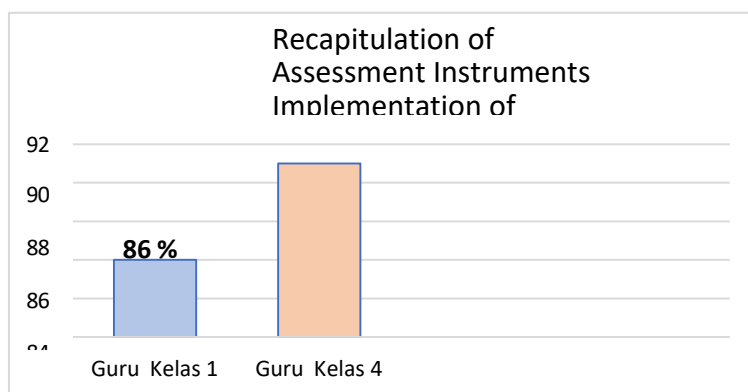
## **DISCUSSION**

Based on the results of the academic supervision assessment instrument sheet used by the head The school reviews the teaching modules prepared by the teacher as a planning stage learning. Madrasah heads also use academic supervision assessment instruments implementation and assessment of learning.



Value Interval	Category
$\geq 70$	Not enough
71-80	Enough
81-90	Good
91-100	Very good

Figure 2 explains that the results of the recap of the teaching module review as planning learning or RPP. Based on the assessment instrument, the head of the teaching module is reviewed school to grade 1 teachers, the percentage achieving the final grade was 86%. Meanwhile the results study of the class 4 teaching module, the final results reached 89%. If you look at the percentage of results recap, namely the class 1 teacher got 86% and the class 4 teacher got 89%, then both are included in the good predicate (B). Before learning is put into practice, planning is a very important stage. In order for the implementation of learning to be successful, it is necessary careful planning. In this independent curriculum, learning planning outlined in the teaching module. Teachers in educational units develop and design teaching modules independent curricular. To ensure interactive, inspiring learning, fun, and challenging while encouraging students to participate actively, teachers in Educational institutions are required to prepare teaching modules in a comprehensive and systematic manner. This provides adequate space for initiative, creativity and appropriate independence with the students' talents, interests and stages of development physically and psychologically. Besides that, teachers must create independent curricular teaching modules that are not just demanding for students to acquire and become proficient in a particular knowledge domain but also help they develop in terms of attitudes and abilities (Rahimah, 2022)



This training activity will charge the madrasa heads and teachers by providing a report on the results of the implementation of supervision and the follow-up to the teachers. In each presentation, the madrasa heads and teachers consult with the Service Team until they are able to create an academic supervision program starting from planning, implementation, assessment and follow-up supervision. This training adapts the driving school program using the MERDEKA philosophy (Starting from self, Concept exploration, Collaboration Space, Contextual demonstration, Elaboration of understanding, and Real action). Participants are given the task of making reports on the results of goal setting, problem identification, action plans and implementation of teachers' responsibilities as a result of carrying out academic supervision activities. This academic supervision training is carried out using an individual approach using clinical supervision techniques. The first thing to do was to inspect the learning devices brought by each school principal. The facilitator team asked the madrasa head to bring learning tools in the form of teaching modules from teachers who would be the target of their supervision as a form of implementing the independent curriculum. From each madrasa head then it is mandatory to check or pay close attention to the structure of the teaching module starting from general information which contains, among other things: module identity, initial competencies, Pancasila student profile, infrastructure, target students, number of students and learning model. In the core components, training participants are asked to pay close attention The sub-components include: learning objectives, meaningful understanding, trigger questions, learning activities and assessments. Then the two school principals are guided in a guided manner to carry out class visits or (observations). In carrying out this class visit, it is carried out by means of role play, where in this stage there are those who act as school principals (supervisors) and there are those who act as teachers (supervisors). Training participants act out the implementation of a class visit and then other participants provide feedback on the role-playing simulation. Several school principals played this role well because they previously had quite good experience in carrying out

academic supervision using clinical supervision approaches and techniques, although some of them still did not understand the concept of the approach and techniques well. In the third step, the training participants are guided to be able to fill in and interpret the observation format in carrying out class visits which adapts to the component structure of the teaching module.

## CONCLUSION

Data collection techniques through observation, interviews and documentation. Technique data analysis using flow, data reduction, presentation of data at the verification stage. Testing Data validity was carried out using a triangulation approach. The two teachers' planning stages were included in the good category with recap scores of 86% and 89%. In the implementation stage, class 1 teachers obtained a score of 86% in the good category, a score of 91% obtained by the class 4 teacher in the very good category. In the evaluation stage, both teachers were also included in the category both with recap scores of 86% and 85%. Meanwhile, the implementation of the Merdeka Curriculum at the SD/MI level prioritizes project-based learning in order to realize the Pancasila Student Profile. This is also very relevant to 21st century learning which equips students with the 4C skills needed to answer the challenges of the times. There are 3 (three) options in implementing or implementing the independent curriculum (IKM) at the SD/MI level, namely: Independent Learning Category, independent change category and independent sharing category at class I and class IV SD/MI levels starting in the 2022/2023 school year

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