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The Effect of Academic Supervision and Transformational Leadership on Madrasah Principals' Competence of Educators at MTs Negeri 6 Kediri

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Abstract

This study aims to find out how effective is the implementation of academic supervision, the application of transformational leadership of madrasa principals and educator competencies, and to find out how much influence academic supervision has on educator competence, and determine the effect of transformational leadership on educator competence, and also to find out the influence of academic supervision and transformational leadership together on the competence of educators at MTs Negeri 6 Kediri. This study aims to determine and analyze the effectiveness of the implementation of academic supervision of transformational leadership of school principals, and the competence of teaching staff, and to analyze the effect of academic supervision and transformational leadership on the competence of teaching staff at MTs Negeri 6 Kediri partially or simultaneously. This study used quantitative methods with a population of 65 and a sample of 53 respondents and data collection techniques using a questionnaire. The results of the study show that (1) The effectiveness of academic supervision at MTs Negeri 6 Kediri is in the high and very high categories. (2) The effectiveness of the principal's transformational leadership applied at MTs Negeri 6 Kediri belongs to the high and very high categories. (3) Educator Competency Effectiveness of MTs Negeri 6 Kediri in the High and Very High Categories. (4) There is a significant influence between academic supervision on the competence of teaching staff at MTs Negeri 6 Kediri with a percentage of 8%. (2) There is a significant influence between the principal's transformational leadership on the competence of the teaching staff at MTs Negeri 6 Kediri with a percentage of 42.3%, (33) There is a significant influence between academic supervision and the transformational leadership of the madrasa principal together on the competence of the staff teachers at MTs Negeri 6 Kediri percentage of 42.3%. And the rest is influenced by other factors that are not discussed in this study.

Keywords: *academic supervision; transformational leadership; competence of educators*

Abstrak

Penelitian ini bertujuan untuk mengetahui Seberapa efektif pelaksanaan supervisi akademik, penerapan kepemimpinan transformasional kepala madrasah dan kompetensi pendidik, serta untuk mengetahui seberapa besar Pengaruh supervisi akademik terhadap kompetensi pendidik, serta untuk mengetahui Pengaruh kepemimpinan transformasional terhadap kompetensi pendidik, dan juga mengetahui Pengaruh supervisi akademik dan kepemimpinan transformasional secara bersama-sama terhadap kompetensi pendidik di MTs Negeri 6 Kediri. Penelitian ini bertujuan untuk mengetahui dan menganalisis efektif pelaksanaan supervisi akademik kepemimpinan transformasional kepala sekolah, dan kompetensi tenaga pendidik, serta untuk menganalisa Pengaruh supervisi akademik dan kepemimpinan transformasional terhadap kompetensi tenaga pendidik di MTs Negeri 6 Kediri secara parsial maupun simultan. Penelitian ini menggunakan metode kuantitatif dengan jumlah populasi 65 dan sampel 53 responden dan Teknik pengumpulan data menggunakan kuesioner. Hasil penelitian menunjukkan bahwa (1) Efektivitas supervisi akademik di MTs Negeri 6 Kediri tergolong dalam kategori tinggi dan sangat tinggi. (2) Efektivitas Kepemimpinan transformasional kepala sekolah yang diterapkan di MTs Negeri 6 Kediri tergolong dalam kategori tinggi dan sangat tinggi. (3) Efektivitas Kompetensi Pendidik MTs Negeri 6 Kediri Dalam Kategori Tinggi Dan Sangat Tinggi. (4) Terdapat pengaruh yang signifikan antara supervisi akademik terhadap kompetensi tenaga pengajar di MTs Negeri 6 Kediri dengan prosentase 8%,. (2) Terdapat pengaruh yang signifikan antara kepemimpinan transformasional kepala sekolah terhadap kompetensi tenaga pengajar di MTs Negeri 6 Kediri dengan prosentase 42,3%, (33) Terdapat pengaruh yang signifikan antara supervisi akademik dan kepemimpinan transformasional kepala madrasah secara bersama-sama terhadap kompetensi tenaga pengajar di MTs Negeri 6 Kediri prosentase 42,3%. Dan selebihnya di pengaruhi oleh faktor lain yang tidak dibahas pada penelitian kali ini.

Kata kunci: supervisi akademik; kepemimpinan transformasional; kompetensi pendidik.

Introduction

The implementation of education in Indonesia is very crucial and must be considered by all components of society, both government and private. Nowadays education in Indonesia is required to apply and make the most of technology as much as possible to support education because the era is already the era of the industrial revolution 4.0 where all fields, both education and other fields, are supported by using technology. Apart from this, another problem is the Coronavirus Disease 2019 pandemic, or what is usually called Covid-19 which took place in Indonesia starting from the first case on March 2 2020 the government requires education in Indonesia to be held online.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (SISDIKNAS) article 39 explains that educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at universities. (Kemendikbud 2013) The current phenomenon requires that the learning process be carried out online, but online learning cannot run optimally, not even a few schools are determined to carry out offline learning due to the lack of facilities. In addition, the competence of teachers here is doubtful because online learning is one of the new things in the world of education, so the creativity of teachers here is tested by choosing learning methods and media as described in the platform. Kumparan news written by Totoh, states that this pandemic forces education to move quickly and requires sudden online education, this sudden thing in education requires support from all parties such as the school, students,

as well as from parents students who are required to be ready for online school assistance and are required to take care of the child's psychology so they don't feel bored or even pressured when doing online school. (A. Totoh, n.d.)

The educational process is carried out online and requires school parties to prepare various methods and appropriate learning media so that the objective of education for the educated generation of the nation is reached. In addition, the matter of the party school also needs support from various component schools, so the matter needs power-competent educators for the learning process still walk max power competent educators needed because this online learning process needs support from the whole aspect of institutional education. (Prastya 2016) Describe the required competencies owned by the power educator in choosing the method and learning media must relate to the media used as a communication tool For streamlining the learning process teach, which teaching media function the For simplifying the learning process as well as processes for reaching educational objectives. When power educators are competent so election method as well as the media used in the learning process can be customized to need And will simplify the learning process teaching, competence must be owned by professional teachers mentioned in Law Number 14 of 2005 concerning Teachers and Lecturers that is pedagogic competence, personality competence, professional competence, and social competence. (Republik Indonesia 2005) Efforts possible improvement done that is with academic supervision, Suhayati Mentions the supervision program that is done to improve teacher performance in teaching and the form of not enough answers from the teacher alone. (Suhayati 2013)

Conducted online learning moment This is innovation at a time modification field-initiated education n by the government, where this moment is maintenance education No can in a manner stare advance like usual. it demands creativity And innovation from the power educator myself, where the power educator must adapt to the learning system and independently Study or trigger the program Minister Education And Which RI culture? The student is released to look for as many sources as study and change the perception that study is not going on inside the class only but throughout the place. Independent Study demands power educators For You're welcome to understand the study draft before teaching it to the participants he teaches. From p No little power still educators No maximum in carrying out learning Good both offline and online, when learning demanded must be online then what happens is power educators the feel No capable of doing control in a manner maximum to students, so Lots from a student that ignores the learning process.

In addition, leadership from the head school also influences the motivation to enhance the competence of power educators in the institution, which is usually the quality of a power educator seen from the leader. (Sauri, A. S, Widyasari, W., & Sesrita 2018) This research mentions a school head that has charisma can influence powerful educators Because considered can become a mentor, can trust, respect, And have a real vision And can embody. A school head who has charisma will be able to give a positive influence on the employee. So the leadership of the head of the school is made a gauge measuring the success of a power educator in operating tasks and roles in the learning process. Leadership head school can form power quality educators in organizing the learning process because leadership This own role is central Also strategy is used To reach goals that have been determined before. The problems that arise in this online learning process are related to networking, lack of training, and lack of awareness of the power of educators to moderate the challenges experienced. So it is necessary to enhance the competence of power educators and improve the competence of power educators. This is done to answer the challenges of the era.

Besides supervision, the academic head of the school as a leader Also must apply an appropriate leadership style with the need for an institution like transformational leadership as there is motivation or support for the supervision program that is running. Results study (Wahyono, Husamah, and Budi 2020) describe the obstacles encountered during the online learning process not only experienced by participant teachers, but by teachers and parents in accompaniment to which online study pandemic This Also impacts communication between participant students, teachers, parents, and head school Alone so that must Work extra hard For still creating an atmosphere conducive. Khairuddin mentioned that the school head must be capable of making a teaching map with the teacher in detail, with accurate material concerns at the time of this Covid-19 pandemic, and direct between teachers for each other, arrange timetables, and collaborate so that they burden assignments. learning fun. it is entirely done as an effort in doing the enhancement of competence and power of educators To carry out online learning. Enhancement competence powers educators the expected capable And Ready to do all learning processes both online and offline later. (Khairuddin 2020)

Based on several gaps or the problems described in the background And based on conditions that occurred at the time of the pandemic moment, still, seldom very researchers who do studies related to the implementation of academic supervision And leadership style head related schools with the enhancement of competence in the power of his educator in carry out learning done online at the time of a pandemic like this. Researchers consider matter This is important For done studies related to matters To reach educational objectives by adapting to the challenges of the era moment. Is known together that this field of education moment goes dynamically with follow change era from the learning process carried out offline becomes online as a result of the existence of the Covid-19 pandemic. Previously there was the research that examined the implementation of academic supervision and leadership of the heads of schools in increasing the competence of educators in carrying out learning, but the matter was done. So from that, the researcher is interested in carrying out a study with the title "Relationships Supervision Academic And Leadership transformational Head School with Competence Power Educator at MTs Negeri 6 Kediri".

Method

This research uses a quantitative approach for data collection with a quantitative survey research design. This study looked at the relationship between academic supervision and transformative leadership in madrasah nutmeg, as well as its effect on the competence of educators. This research was conducted on all educators in MTs Negeri 6 Kediri, with a total of 65 educators. In this study, the *cluster random sampling* technique was used, which is a method of selecting individuals without specifically selecting and choosing them. This study used a total of 53 respondents from MTs Negeri and 6 Kediri teachers.

The research tool uses a closed-type questionnaire to collect data in such a way that it ensures respondents have only one alternative answer to choose from. The researchers asked participants to rate their approval with a simplified Likert scale, rather than using traditional measurements such as numbers or percentages. In this way, they hope to avoid doubts from participants and get a more accurate response. This study uses descriptive statistical analysis to describe the level of academic supervision, transformational leadership, and competence of educators. In addition, hypothesis testing is also carried out, with correlation analysis aimed at the correlation coefficient, which is a number that shows the degree of relationship between the free variable (X) and the bound variable

(Y), or around which determines the strength or weakness of the relationship between the free variable and the bound variable. Analyzing data includes simple correlation and double correlation. Determination analysis was also used to determine the percentage contribution of the influence of independent variable on dependent variables. In addition, hypothesis testing is also carried out using correlation analysis, and the correlation coefficient sought is the correlation coefficient, that is, a number that represents the degree of relationship between the free variable (X) and the bound variable (Y) or determines the strength of the independent variable and the dependent variable. The relationship between Correlation analysis and double correlation is both an important tool for understanding the relationship between variables. Determination of the percentage contribution of the influence of independent variables on dependent variables can be carried out using determination analysis.

Discussion

Academic Supervision

Academic supervision or also known as learning supervision is something that is done by people who are experts in this field. here it can also be called a supervisor which is carried out systematically to assist teachers in improving their learning process in achieving educational goals. Experts or supervisors here can be carried out by the head of the madrasa or senior teachers who have high ranks and classes. The technique described by Glickman, Gordon & Ross-Gordon is that academic supervision is carried out through the stages of planning, observation/implementation, and evaluation/assessment as well as a follow-up process to improve teaching and learning activities so that they are better. (Glickman, C. D, Gordon 2013) Planning is usually done to set goals, objectives, steps, and time for implementing supervision activities. Furthermore, the implementation along with feedback is carried out by implementing principles, approaches, techniques, and steps, analyzing results, and providing feedback to those who are supervised. The follow-up is carried out by reporting the results to then follow up on matters that need to be corrected. (Dwikurnaningsih 2020) So that supervision is an activity carried out by experts in their fields to guide educators in improving the learning process so that they can achieve maximum educational goals. Supervision activities that can be applied to learning problems by providing assistance and having a main focus on educators to carry out learning well and easily carried out with a directive or direct approach but still provide space for educators to express their creative ideas. The principal of the madrasah uses the technique that is easiest for him to communicate individually with the teacher to make it easier to find problem points or those that hinder the learning process. This was revealed in previous research by Mustari who concluded that supervision carried out by madrasah heads influenced efforts to improve the pedagogic competence of educators during a pandemic. (Mustari 2022)

As a result of research conducted by previous researchers, academic supervision is in the very strong category as an effort to improve the learning process. This can be interpreted that the supervision provided by the head of Madrasah MTs Negeri 6 Kediri can improve the learning process. This is very important in the learning process because they are one of the media to strengthen the learning process itself. The 2017 Guidelines for Academic Supervision of the Department of Elementary and Secondary Education of the Ministry of Education and Culture state that supervision is successful if the quality of learning and the ability of teachers to teach is better. (Direktorat Pembinaan Madrasah Menengah Atas Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan 2017) Conversely, to measure the success of learning supervisors, the task of learning supervisors is to improve learning, and during a pandemic, all

education staff uses digital to successfully and smoothly adjust the online or offline learning process that has been designed.

Madrasa Principal Transformational Leadership

The leader is a milestone for the back and forth of an organization or institution, the head of the madrasa is the center of the organization and the leader here is the manager who manages the organization. One of the leadership styles is transformational leadership, which is the style of leading the principal of a madrasa where a leader must be able to direct and motivate his members so that they can change for the better or better so that they can achieve organizational goals effectively and efficiently because all parties provide support for changes to become better (Stephen P. Robbins 2013, 263). Leaders in this leadership style are required to have charisma and more attention to each of their members because these two things can create good relationships and will make it easier for a leader to provide motivation and direction to his members. This leadership was used during a pandemic where a madrasah head gave strong directions so that teacher motivation to carry out the learning process optimally was maintained and even increased even though educational conditions were difficult in a pandemic. This was disclosed in previous research by Basman, et al . the result is a significant relationship between employee well-being, transformational leadership, and self-esteem with employability/ performance of vocational teachers. (Basman, Tentama, and Situmorang 2022)

Based on previous research and descriptive data that has been implemented, the transformational leadership of the madrasa head is in the very strong category. Transformational leaders provide direction to their members in four ways described by Bass & Avolio, including (a) idealized influence, (b) inspirational motivation, (c) intellectual simulation, and (d) individualized consideration. (Bass, B. M & Avolio 2013) So that in this study transformational leadership by the head of the madrasa at MTs Negeri 6 Kediri has been able to apply this transformational leadership well. So that the success of the transformational leadership of the madrasa head is measured using this which is capable of being a role model for all its members, being able to motivate to be able to foster creativity and innovation from its members in the form of creative and solutive ideas, and being able to pay attention to the needs of its members so that during a pandemic the staff educators can adapt quickly to the new environment that is created. (Rahayu 2018) The learning process that is carried out online requires educators to utilize various learning platforms ranging from video conferencing to digital classes. This can be adapted optimally with support and direction from the leader and the learning process continues to run conducive.

Educator Competency

Competence is the knowledge, skills, and abilities that a person has acquired to carry out adequate cognitive, emotional, and psychomotor behavior. Teacher competencies determined by Kepmendiknas No. 16 of 2007 include 4 things, namely: (1) Pedagogic Competence, (2) Personality Competence, (3) Professional Competence, and (4) Social Competence. (Nasional 2007) The competence of educators in implementing online learning must be considered, especially in carrying out the learning process starting from the selection of learning methods and media. Thus concluding that the competence of teaching staff is an ability to carry out learning that must be possessed by a teacher or educator in the form of skills and abilities and even personality that is inherent and can be used as an example by students who can be used to manage the learning process so that goals can be

achieved. Previous research by Sudrajat in his research concluded that due to the pandemic. The learning system must be carried out online. This requires a more in-depth role of the teacher so that the learning process becomes better and teachers are required to increase their professionalism. This requires teacher empowerment by developing the teacher's competence. (Sudrajat 2020)

The results of previous research and the descriptive analysis that has been carried out show that the level of competence of teaching staff is in the very strong category. This very high indicator can affect the level of competence of educators. The higher the expected competence, the better the results will be obtained in the learning process. It can be interpreted that the teaching staff at MTs Negeri 6 Kediri have a high level of competence so that activities can be managed properly so that the results of learning remain stable and maximized.

The Effect of Academic Supervision on the Competence of Educators

The results of the analysis of the data obtained show that academic supervision has a significant effect on the ability of educators at MTs Negeri 6 Kediri. This statement is supported by the t count $> t$ table ($2.143 > 2.008$) and the correlation coefficient (r) is 0.287. Based on predetermined values, academic supervision can be interpreted as one of the supporting factors for improving the ability of educators. As the value of scientific supervision increases, so does the value of educational ability. This means that academic supervision has a significant influence on the ability of teachers, the effective contribution of the academic director comes from the coefficient of determination (r^2) 0.083. Therefore, it can be interpreted that the increase in the ability of educators at MTs Negeri 6 Kediri 8% is determined by academic supervision. The results of this data analysis show how the power of academic supervision can affect the improvement of the ability of madrasa educators.

This is following the theory that developed in this regard. Supervision is an activity carried out by experts in their fields to guide educators in improving the learning process so that they can achieve maximum educational goals. (Gunawan, I & Benty, D, D 2017, 493) While the competence of teaching staff is the ability to carry out learning that must be mastered by educators in the form of skills and abilities and even inherent personality and can be used as role models by students that can be used to achieve educational goals. (E. Mulyasa 2018) Supervision is carried out by the head of the madrasa who is then called the supervisor by holding private meetings because this is an activity that is considered easy and fast in analyzing the main problems in the learning process. Private meetings conducted by the head of the madrasa with the teacher usually discuss media reform and learning methods that must be carried out immediately, besides that the task of the head of the madrasa is to motivate teachers in facing the challenges of the current era (Ratnasari, D 2018). In previous research, the hypothesis test obtained the result that there was a positive relationship between the frequency of educational supervision and teacher teaching (Maisyaroh 2017). Fransiska, Wahyudi, & Suib also showed a positive and significant relationship between the application of academic supervision of madrasa principals and teacher work motivation together to improve teacher teaching performance at State Vocational Schools in the business management group (Fransiska, Wahyudi 2017). It is well known that the implementation of supervision in madrasahs has started to be carried out as a form of improving the learning process so that academic supervision is in the high and very high categories so that the learning process during the pandemic can be carried out stably even though it is online.

Based on previous research and test results, shows that there is a significant effect of academic supervision (X^1) on the competence of teaching staff (Y) at MTs Negeri 6 Kediri. This means that the supervision activities carried out by the madrasah are running properly to increase the competence of

educators so that the learning process continues to run stably even though it is during a pandemic and learning activities take place online. This shows the success of improving learning through supervision activities carried out by the head of the madrasa during the pandemic. So, it is concluded that in this study there is a significant influence between academic supervision on the competence of teaching staff at MTs Negeri 6 Kediri.

The Influence of the Madrasah Principal's Transformational Leadership on the Competence of Educator

The results of the analysis of the data obtained show that transformational leadership has a significant effect on the ability of educators at MTs Negeri 6 Kediri. This statement is supported by the t count $>$ t table ($6.116 > 2.008$) and the correlation coefficient (r) is 0.650. Based on the values obtained, transformational leadership can be interpreted as one of the supporting factors for improving the ability of educators. As the importance of transformational leadership increases, so does the importance of educational skills. That is, although transformational leadership has a significant effect on teacher abilities, the effective contribution of transformational leadership comes from the coefficient of determination (r^2) 0.423. Thus, it can be interpreted that 42.3 % of teacher capacity building at MTs Negeri 6 Kediri is determined by transformative leadership. The results of this data analysis show how the power of transformational leadership influences the increase in the competence of educators.

The leadership of the madrasa head is a crucial matter in an organization or educational institution, the madrasa head is the central organization and the leader here is the manager who manages the organization. (Gary Yulk 2010, 290) Transformational leadership is a leadership style in which a leader must be able to direct and motivate members to be able to change for the better and vice versa so that the achievement of organizational goals becomes more effective and efficient because all parties support changes for the better. While the competence of teaching staff is the ability to carry out learning that must be owned by a teacher or educator in the form of skills and abilities and even personality that is inherent and can be used as an example by students that can be used in managing the learning process to achieve educational goals. In previous research, it was shown that madrasa principals who apply a transformational leadership style motivate to work and try to help with the difficulties faced by their members and provide attention through close communication (Kusumaningrum, D. E & Budiarti 2019). In her research, Dewi also shows that the implementation of the transformational leadership style carried out by madrasah heads is included in very high qualifications (Dewi 2017). This means that the application of the transformational leadership style applied by the principal of the madrasa to teachers is very high, and teachers accept most of the indicators of the transformational leadership style in madrasahs. This shows that madrasah heads with a transformational style have the potential to be able to adapt to existing conditions because they can easily form a conducive organizational environment with the attention given, and the motivation given to teachers so that teachers themselves easily adapt to the existing environment and conditions. The motivation given by the head of the madrasa is also important to be able to keep teachers maintaining competence in teaching activities so that they can adapt to existing conditions and keep them conducive.

Based on previous research and calculation results, proves that there is a significant influence between transformational leadership variables (X^2) on the competency variable of teaching staff (Y)

at MTs Negeri 6 Kediri. Transformational leadership requires leaders to have charisma and be able to motivate their members, this leadership style can also be used as an alternative for madrasa principals in raising awareness of their members, providing new ideas, and developing their institutions. This means that the transformational leadership used by the head of the madrasah can improve the competence of educators while carrying out online activities during this pandemic. An environment that maintains stability makes educators maintain and improve their competence for learning objectives. Concludes that there is a significant influence between transformational leadership on the competence of teaching staff at MTs Negeri 6 Kediri.

The Effect of Academic Supervision and Transformational Leadership on the Competence of Educators

The results of the analysis of the data obtained show that academic supervision and transformative leadership together have a significant effect on the ability of educators at MTs Negeri 6 Kediri. This statement is supported by the value of $t_{\text{count}} > t_{\text{table}}$ ($18.336 > 2.008$) and a correlation coefficient (r) of 0.650. Based on the values obtained, academic supervision and transformative leadership can be interpreted as the supporting factors for educator competence. Along with the importance of academic supervision and transformative leadership at the same time, educational capabilities are also increasing. This has a significant effect on the ability of teachers with academic supervision and transformational leadership together, while academic supervision and transformational leadership together have a coefficient of determination (r^2) of 0.423 means. Therefore, it can be interpreted that the growth of educator skills at MTs Negeri 6 Kediri 42.3 % is jointly determined by academic supervision and transformative leadership. The results of this data analysis show how the power of academic supervision and transformative leadership can be combined to improve the ability of madrasah educators.

Academic supervision and transformational leadership are part of the things that affect the improvement of teacher competence at MTs Negeri 6 Kediri. Improving a learning process, the process of implementing supervision is carried out by the head of the madrasah, besides that support from a leader is also expected to develop the competence of educators in carrying out the learning process. As a leader, the principal of the madrasah is required to be able to guide and direct its members to achieve predetermined goals. Therefore the leadership of the madrasa head is also a determinant of the success of education, the leadership of the madrasa head is supported by a leadership style. During a pandemic, with various policies set for madrasahs, namely online learning like this, one of the leadership styles that can be applied is a leader who can motivate educators to maintain and even increase competence in carrying out learning. Research by Maisyaroh, et al in hypothesis testing obtained the result that there is a relationship between the frequency of educational supervision and teaching teachers so this illustrates that academic supervision is related to the competence of teaching staff in conducting learning (Maisyaroh 2017). In addition, Kusumaningrum & Budiarti's research shows that madrasa heads who apply a transformational leadership style provide motivation at work and try to help with the difficulties faced by their members and provide attention through close communication (Kusumaningrum, D. E & Budiarti 2019). Research by Yufita & Sihotang also shows that in the industrial revolution 4.0, the learning process is also required to use technology as a support (Yufita 2020). the results show that transformational leadership influences teacher competency in conducting online learning. This also shows that transformational leadership also has a relationship with the competence of educators.

This transformational leadership can make a leader become an agent of change to influence changes in educators to always carry out their duties to the fullest (Sukayana, I. W, Yudana, M & Divana 2019). So that from this elaboration, the academic supervision that is applied to an educational institution determines the increase in the competence of educators to carry out the learning process because, in this supervision activity, a supervisor will make improvements to the learning process regarding the difficulties of educators and will immediately find alternative solutions to ensure learning activities with update the media used in the online learning period. The competence of educators can also be increased through the leadership of the institutional leaders, leadership here is in the form of transformational leadership of the madrasah head where this leadership has a major influence on increasing the competence of educators in carrying out the learning process both offline and online. This leadership is a form of adaptation quickly and accurately to existing changes where education has recently been faced with unexpected challenges due to the pandemic. It was also concluded by Juariah, et al (2022) in their research. Revealing the efforts of the heads of SMA Negeri 6 Palembang to improve teacher performance during a pandemic. Namely by creating a potential atmosphere and strengthening relationships between teachers, and carrying out development activities through training and providing supporting facilities in improving teacher performance (Yoyoh Juariah, Happy Fitria 2022). The application of the right leadership style to adapt to a situation so that challenges can be overcome is very necessary. Transformational leadership during this pandemic is needed to form a work environment that remains conducive and can motivate teaching staff, especially to apply appropriate learning media and methods so that the competence of educators will be stable and continue to increase. Leaders must be able to direct and motivate educators and provide examples of how to organize good learning so that educational goals are achieved properly.

Based on the theory, previous research and test results show that there is a significant influence between the variables of academic supervision (X^1) and the transformational leadership of madrasa heads (X^2) on the competence of teaching staff (Y) at MTs Negeri 6 Kediri. This means that the academic supervision and transformational leadership activities carried out by the head of the madrasa are running properly in increasing the competence of educators. So it can be concluded that there is an influence between academic supervision and the transformational leadership of the madrasa head on the competence of teaching staff in carrying out online learning at MTs Negeri 6 Kediri.

Conclusion

From the results/discussion and discussion, the researcher draws the following conclusions:

1. supervision academics at MTs Negeri 6 Kediri classified in the category tall And very high. From p the is known that form help direct from head school to educators do _ For maintain And increase the competence of the teacher succeed held following need learning through analysis exact needs _ For carry out learning, so that the learning process is carried out regularly online walk should in a manner conducive.
2. leadership transformational head the schools implemented in MTs Negeri 6 Kediri are classified in category tall And very high. From p the is known that application style leadership transformational head school appropriate held Because in a matter like This capable leader create a climate conducive to the institution very needed And with leadership This head school become example For its members, as motivators, contribute creative ideas And solutive, as well give

attention special to need its members with very Good so that educator can adapt learning with quickly.

3. Competence power educators in MTs Negeri 6 Kediri Dalam category tall And very tall from matter the is known that competence power educator still stable in carry out learning with conducive And still on achievement objective learning.
4. There is a connection between supervision academic with competence power teacher at MTs Negeri 6 Kediri. Implementation of supervision academics by the head school the done To maintain And increase the competence power of educators in carrying out learning with the approach in a manner direct And analysis need learning, so supervision academics relate directly in increase competence power of educators seen from the learning process carried out with stable.
5. There is a connection between leadership transformational head school with competence power teacher at MTs Negeri 6 Kediri. Application leadership transformational by the head school is used To create a climate organization still conducive And the competence power of educator can increase, so leadership transformational relate directly to the increase competence power of educator seen in climate maintained organization.

There is a connection between supervision academic And leadership transformational head school with competence power educator in carry out online learning at MTs Negeri 6 Kediri. Implementation of supervision academic And leadership transformational the held by head school For maintain And increase competence power educator For carry out learning with max, so supervision academic And leadership transformational own connection with competence power educator.

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