

ABSTRAK

Amrillah; *Kepercayaan (Trust) Guru Terhadap Supervisor pada Madrasah Tsanawiyah di Kabupaten Tanah Laut*, di bawah ini bimbingan I: Dr. H. Hamdan, M.Pd dan II Dr. H. Husnul Yaqin, M.Ed, pada Pascasarjana Universitas Islam Negeri Antasari Banjarmasin (2021).

Kata Kunci: kepercayaan (*trust*), guru, supervisor.

Penelitian ini dilatarbelakangi oleh Undang-Undang No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Bab 1 Pasal 1 yaitu sistem pendidikan nasional adalah keseluruhan komponen pendidikan yang saling berkaitan secara terpadu untuk mencapai tujuan pendidikan nasional. Salah satu komponen pendidikan yaitu supervisor dan guru, kepercayaan seorang guru terhadap supervisor harus terjalin dengan baik agar dalam pelaksanaan supervisi dapat memberikan dampak positif bagi guru dan madrasah. Untuk membentuk kepercayaan yaitu ada 5 faktor kebajikan, kejujuran, keterbukaan, keandalan, dan kompetensi. Tujuan penelitian mendeskripsikan kebajikan, kejujuran, keterbukaan, keandalan, dan kompetensi supervisor terhadap guru pada Madrasah Tsanawiyah di Kabupaten Tanah Laut. Fokus penelitiannya adalah bagaimana kebajikan, kejujuran, keterbukaan, keandalan, dan kompetensi supervisor terhadap guru pada Madrasah Tsanawiyah di Kabupaten Tanah Laut.

Pendekatan penelitian ini adalah pendekatan kualitatif dengan metode penelitian diskriptif. Teknik pengumpulan data dengan menggunakan observasi, wawancara dan dokumentasi. Subjek penelitian guru MTsN 1 Tanah Laut, MTs Ubudiyah, MTsN 7 Tanah Laut dan Supervisor Madrasah Tsanawiyah Kabupaten Tanah Laut. Objek penelitian yaitu faktor dari teori kepercayaan. Pengecekan keabsahan data menggunakan teknik triangulasi, menggunakan bahan referensi dan member check.

Hasil penelitian disimpulkan bahwa (1) kebajikan/ keramah-tamahan (*benevolence*) supervisor terhadap guru yaitu supervisor menunjukkan sikap peduli dan menyampaikan niat baik serta menunjukkan niat positif terhadap guru, dengan cara menanyakan keadaan guru, mengucapkan salam pada saat pelaksanaan supervisi, selain itu supervisor mendukung kredibilitas guru. Supervisor juga bersikap adil terhadap guru yaitu dengan cara memberikan reward berupa pujian kepada guru, serta supervisor melakukan bimbingan dan menjaga informasi mengenai kekurangan yang dihadapi guru dalam supervisi. (2) kejujuran (*Honesty*) supervisor terhadap guru yaitu supervisor selalu mengatakan yang sebenarnya, menepati janji, menghormati perjanjian yang telah dibuat, menerima tanggung jawab serta menyatakan apa adanya, serta jujur pada diri sendiri, jika

ada kendala yang di hadapai supervisor atau guru. (3) keterbukaan (*Openness*) supervisor terhadap guru yaitu supervisor selalu menjaga komunikasi, berbagi informasi penting serta memberikan informasi terbaru tentang pendidikan, memberikan delegasi kepada kepala madrasah untuk meminta guru untuk mengikuti diklat, mengajak guru, kepala madrasah dan TU untuk berdiskusi mengenai kemajuan madrasah. serta memberikan masukan motivasi kepada guru, hal ini dilakukan oleh supervisor untuk meningkatkan kualitas pendidikan. (4) keandalan (*Reliability*) supervisor terhadap guru yaitu supervisor dapat diandalkan, mempunyai sikap berdedikasi, yaitu dengan cara membatu guru dalam menyelesaikan permasalahan pembelajaran, mempunyai sikap berkomitmen dan konsisten untuk berusaha melakukan bimbingan supervisi dan memberikan saran dan motivasi kepada guru, serta supervisor terus berlatih dengan tekun dengan cara mengikuti pelatihan-pelatihan yang berkaitan dengan kepengawasan. (5) kompetensi (*Competence*) supervisor terhadap guru yaitu supervisor mempunyai kemampuan dalam mengerjakan tugasnya, menangani situasi yang sulit mampu memberikan sikap teladan bagi kepala madrasah, guru, dan TU, mempunyai sifat fleksibel terhadap guru yaitu kemampuan dalam mengambil keputusan berdasarkan kesepakatan antara guru dengan supervisor, serta memberikan standar dan menekankan hasil pada kinerja guru yaitu cara meminta kepada kepala madrasah, guru dan TU agar bersikap profesional dalam bekerja dan meminta guru untuk tekadkan niat untuk bersungguh-sungguh dalam menjalankan tugas.

ABSTRACT

Amrillah; *Teachers' Trust Toward Supervisor At Islamic Junior High school in Tanah Laut.* Under the advisory of: (I) Dr. H. Hamdan, M.Pd (II) Dr. H. Husnul Yaqin, M.Ed, Post Graduate Program, State Islamic University of Antasari Banjarmasin (2021)

Keywords: trust, teacher, supervisor.

The background of this research is the Law on National Education System (No. 20/2003) Chapter 1 Article 1, "national education system means the overall components of education, which are interrelated in an integrated way in the pursuit of national education objectives." Teacher and supervisor are considered as components of education as well, a teacher's trust in a supervisor must be well-established for the implementation of supervision with a positive impact on teachers and Islamic schools as the result. In order to build trust, there are five facets (benevolence, honesty, openness, reliability, and competence). The purpose of this research is to describe benevolence, honesty, openness, reliability, and competence of supervisors toward teachers at Islamic junior high schools in Tanah Laut. The main focus of this research is how benevolence, honesty, openness, reliability, and competence of supervisors toward teachers at Islamic junior high schools in Tanah Laut.

This research employed a qualitative approach with descriptive research methodology. The techniques used in collecting data were observation, interview, and documentation. The subjects of this research were teachers from MTsN 1 Tanah Laut, MTs Ubudiyah, MTsN 7 Tanah Laut, and Supervisors of Islamic Junior High schools in Tanah Laut. The objects of this research were facets of Trust Theory. The validity of data was measured using triangulation technique, references, and member check.

Based on findings, it is concluded that (1) Benevolence of supervisors toward teachers, they showed attentiveness and sincerity, as well as genuine intentions toward teachers by asking about their state, greeting them during supervision, and encouraging their creativity. The supervisors were being fair to the teachers as well, by giving compliments as a reward, along with supervising and discreetly keeping the information about problems they had during supervision. (2) Honesty of supervisors toward teachers, consistently stated the truth, kept their words, respected the agreements that have been made, accepted responsibilities, and informed factuality as well as remaining true to themselves when any problem occurred that supervisors or teachers had to deal with. (3) Openness of supervisors toward teachers, they continually maintained in contact, provided any important as well as recent information regarding education, recommended the principal teachers to be sent as delegations for teacher training, persuaded not only the teachers but the principal and administration staff as well to discuss school development, moreover motivated teachers with suggestions, to

improve quality of education. (4) Reliability of supervisors toward teachers, they were dependable as well as dedicated to assisting the teachers dealing with teaching problems, committed and consistent in managing supervisory activities along with providing suggestion including motivation, furthermore continuously practicing by attending supervisory training. (5) Competence of supervisors toward teachers, they possessed the ability to execute the tasks, controlled any firm situation, presented an exemplary attitude to the principal, teachers, and administration, were being flexible toward the teacher, in other words, the ability to make decisions based on an agreement between teacher and supervisor, as well as setting the standards and emphasizing the results on teacher performance, demanding the principal, teachers and administrative staff continually being professional, moreover obligated teachers to constantly committing to perform their tasks.