

Implementation of Supervisor Academic Supervision in Increasing the Pedagogic Competence of Islamic Religious Education Teachers

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Abstract

This research was conducted to find out how the planning, implementation, and follow-up of academic supervision of supervisors in an effort to improve the pedagogic competence of Islamic Religious Education teachers in the implementation of academic supervision of Islamic Religious Education at SMPN 1 Anjir Muara and SMPN 2 Anjir Muara, Barito Kuala Regency. The study used a qualitative research method which was conducted at SMPN 1 Anjir Muara and SMPN 2 Anjir Muara, Barito Kuala Regency. The subject of this research is the supervisor of Islamic Religious Education. As informants in this study were school principals and teachers of Islamic Religious Education. Data collection techniques used the methods of observation, documentation, and interviews. Checking the validity of the data used source triangulation techniques and methods. The data analysis technique was carried out with an interactive model consisting of: data collection, data reduction, data presentation, and drawing conclusions. The results of the study show that the implementation of academic supervision as a whole has been carried out using 10 indicators that have been determined through activities or actions in every job with all its professions which are always based on a serious attitude and a high work ethic that can improve teacher pedagogic competence of Islamic Religious Education.

Keywords: Implementation, Academic Supervision, Islamic Education.

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I. INTRODUCTION

A teacher must have broad insight capabilities, especially educational issues, teaching materials, managing classes, using media/learning resources, assessing/evaluating, so that curricular, instructional, institutional, and national education goals are achieved as expected. A teacher must be up to date, our students today are those who were born in the modern era with all the progress they have (Fahmi and Irhasyuarna, 2019). This competency is not obtained suddenly but through continuous and systematic learning efforts, both during the pre-service period (teacher candidate education) and during the tenure, which is supported by the talents, interests and other teacher potential of each individual concerned.

In fact, mastering this pedagogic competence, teachers often face problems. This happens in the learning process when the teacher is not able to formulate a lesson plan (RPP) properly, the learning process is not in accordance with the objectives, the learning process is monotonous, and various other problems (Sartika, 2014).

In connection with this, Government Regulation Number 74 of 2008 concerning teachers in Article 54 paragraph (8) point d states that teachers who are appointed in the supervisory position of the education unit carry out professional mentoring and teacher training and supervisory duties, the supervisory task in question is carrying out academic supervision activities. and managerial, this is in line with PAN and RB regulations number 14 of 2016 concerning amendments to the regulation of the minister of Empowerment of State Apparatus and Bureaucratic Reform number 21 of 2010 concerning the Functional Position of School Superintendent and its Credit Score Chapter II article 5 which states that the main task of School Supervisors is carry out academic and managerial supervisory duties in educational units which include the preparation of supervision programs, implementation of coaching, monitoring of the implementation of the eight national education standards, assessment, professional guidance and training of teachers, evaluation of the results of the implementation of supervision programs, and implementation of supervisory duties in special areas.

Furthermore, every Indonesian citizen has the right to get education; in this case according to article 31 paragraphs 1 of the 1945 Constitution that every citizen has the right to education can be achieved. This is further reinforced in Article 3 of the 1945 Constitution, which states that the government seeks and organizes a national education system, which increases faith and devotion and noble character in the context of the intellectual life of the nation, which is regulated by law.

In KMA No. 373 of 2002 concerning the Organization and Work Procedures of Regency/City Regional Offices of the Ministry of Religion, namely in article 2 the main duties and functions are explained as follows: -invitation." The duties and functions of the field in charge of education are the Mapenda as referred to in article 31 which explains as follows: The School and Islamic Religious Education sector in public schools has the task of carrying out services and guidance in the field of providing education in schools and Islamic religious education in public schools and as well as extraordinary school.

PMA Minister of Religion Regulation No. 2 of 2012 concerning School Supervisors and Religious Supervisors in Schools, namely article 3 paragraph 2 states that Islamic religious education supervisors in schools have the task of carrying out supervision of Islamic religious education in schools. And in article 4 paragraph 2 it is stated that Islamic religious education supervisors in schools have the function of carrying out (a) preparation of Islamic religious education supervision programs, (b) coaching, mentoring, and professional development of Islamic religious education teachers, (c) monitoring the implementation of national education standards. Islam, (d) assessment of the results of the supervision program implementation, and (e) reporting on the implementation of supervisory duties.

It is further stated that in MENPAN Decree Number 118/1996 Chapter I Article 1 point 1 states that school (school) supervisors are Civil Servants who are given full duties, responsibilities and authority by officials who are authorized to supervise education in schools, by carrying out assessment and guidance from the technical point of view of education and administration in pre-school, primary and secondary education units.

Academic supervision that is able to improve the quality of teacher performance according to Sahertian, (2008) is carried out based on systematic, planned and continuous principles. Supervision is carried out based on objective data and facts. The success of academic supervision is also supported by peer-to-peer relationships, namely relationships that are built intimately and warmly on the basis of humanity by upholding the self-esteem and dignity of teachers. The warm and intimate atmosphere of academic supervision

makes teachers feel comfortable so that supervisors can help develop joint efforts in improving teacher abilities.

Guidance efforts by school supervisors are always carried out through various training and mentoring, but this may not go well because for intensive guidance, school supervisors are needed who have sufficient time to be able to provide the guidance material.

Temporary observation results show that Islamic religious education teachers at SMPN in Anjir Muara already have fairly good competence, this is based on (1) Islamic religious education teachers at SMPN in Anjir Muara already have a bachelor's degree, (2) Islamic religious education teachers at SMPN in Anjir Muara already certified, (3) Islamic religious education teachers already have a Learning Implementation Plan (RPP). However, there are several aspects of competence that have not been fulfilled and mastered by Islamic religious education teachers, including: Islamic religious education teachers in Anjir Muara are not accustomed to using various media and learning methods. A teacher must be able to manage student learning which includes understanding students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. 2,338 / 5,000

RANSLATION RESULTS

To realize all that, it is necessary to have a process of supervision or supervision that is effective and efficient properly in order to ensure the quality of improving the quality of educational institutions in schools, so that they are in accordance with educational goals. Good supervision/supervision will create professional teachers in teaching and learning, if the teaching and learning process is carried out in a professional manner it will produce good learning achievements and then will produce good graduate competencies as well. With the academic supervision carried out by the supervisor, in accordance with its objectives, the supervisor will provide guidance to the teacher to improve his pedagogical competence.

Supervision carried out by Islamic Religious Education Supervisors for Islamic Religious Education teacher's aims to assist teachers in making the teaching and learning process better, Willes stated that the purpose of supervision is to help teachers develop better teaching and learning situations (Prasojo, 2011).

Preliminary observation that the implementation of supervision by supervisors has met the minimum standard, namely at SMPN 1 Anjir Muara it is carried out twice in one semester, as well as at SMPN 2 it is also carried out 2 times a year, but in the implementation of supervision the supervisor only asks for the completeness of learning tools and does not conduct guidance on activities in the teaching and

learning process in the classroom. SMPN 1 Anjir Muara has 25 teaching teachers, 176 male students, 180 female students, 13 study groups, the curriculum used is K-13, the time for teaching and learning activities is carried out in the morning (6 days), based management school, internet access, electricity source: 1,300 land area 14,110 m², 17 classrooms, 2 laboratories, 1 library, and sanitation 4 students, and SMPN 2 Anjir Muara has 15 teachers, male students as many as 78, female students as many as 76, study groups 6, the curriculum used is K-13, the time for teaching and learning activities is in the morning (6 days), school-based management, internet access, electricity source : 1,300 Land area 9,963 M², there are 8 classrooms, do not yet have a laboratory and library, and have 2 student sanitation facilities.

Ideally, supervision activities are carried out at least 2 times in one semester, namely at the beginning and at the end of the semester. At the beginning of the semester, supervision serves to see the teacher's ability to carry out learning tasks in the classroom. After the initial supervision activities have been carried out, a supervisor or supervisor can provide input to the teacher on how to carry out learning better. Furthermore, the teacher can try to improve his performance in the semester concerned. In the second time, the supervision activities carried out at the end of the semester were focused on seeing how the development and improvement were carried out by the teacher as a follow-up to the first supervision at the beginning of the semester.

II. METHOD

The type of research used in this research is qualitative research with the type of field research. This type of qualitative research is seen as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. A qualitative research approach is a research process that produces descriptive data in the form of written or spoken words from people and observable behavior. therefore, this study used a descriptive method. So this type of research understands the qualitative approach because through this approach it is more appropriate to identify supervisory supervision in improving the pedagogic competence of Islamic Religious Education Teachers (case studies in all SMPN Anjir Muara District, Barito Kuala Regency).

III. RESULT AND DISCUSSION

Islamic religious education supervisors are obliged to foster teachers to become good educators and teachers. For teachers who are good, the quality can be maintained, and for teachers who are not good, it can be developed to be better. Meanwhile, all good and competent teachers as well as those who are still weak must be sought so that they are not outdated and are able to adapt to changes in science and technology in

the learning process and the materials used as teaching materials.

Based on the findings of academic supervision at SMPN 1 and 2 Anjir Muara, namely fostering and assisting Islamic religious education teachers in learning, for example, fostering in the process of implementing learning in order to improve the quality of student learning outcomes, while managerial which is fostering and assessing principals and teachers in school management to develop a vision and missions, making prota, prose, syllabus, academic work plans, and helping/guiding school programs from start to finish with individual and group techniques. The model and approach for implementing academic supervision is carried out with a direct and indirect approach and a collaborative approach.

From the research findings that the development that starts from planning is carried out by Islamic religious education supervisors in academic supervision activities as follows;

1. Teacher guidance in making lesson plans

Coaching teachers in preparing learning planning includes 2, namely managerial and academic (Arikunto, 2004).

a. Academic supervision (supervision of business core/operational supervision) which focuses on observing problems that are directly within the scope of learning carried out by teachers to help students while they are in the learning process. As stated by the Ministry of National Education that academic supervision is related to fostering and assisting teachers in improving the quality of the learning process/guidance and the quality of their learning outcomes.

b. Administrative supervision (managerial supervision/organizational supervision) which focuses on observing administrative aspects as a learning environment that functions to support the implementation of learning

In the implementation of the supervisory program that has been made by the supervisor of Islamic religious education so that it can be carried out properly, the supervisor of Islamic religious education is required to have various supervision methods or techniques, especially those related to the implementation of teacher duties.

2. Academic Supervision Approach

Approach is a way or action to get closer to an object or steps towards an object. Academic supervision can be carried out in two ways or approaches, namely a direct approach and an indirect approach.

a. Direct approach

The direct approach can be called a face-to-face approach, such as the principal providing direct direction to the teacher or supervisor providing direct guidance or direction. Of course, the influence is more dominant on the implementation of academic supervision.

b. Indirect approach

An indirect approach is a way of approaching problems that uses intermediary media such as writing or notes for someone's progress to achieve goals in accordance with expectations. The supervisory behavior in the non-directive approach is: listening, giving reinforcement, explaining, presenting, and solving problems.

c. Another approach to academic supervision is the collaborative approach

The supervision approach is carried out by fellow teachers. This collaborative approach emphasizes the principle that fellow teachers are responsible for their professional growth, learn cooperatively and collaboratively, and work together with peers.

3. Academic Supervision Techniques

Supervision technique is a supervisory activity in providing professional assistance, which is intended to identify problems and provide appropriate professional assistance.

Supervision can be carried out in various ways, with the aim that what is expected together can be realized. Likewise with the implementation of the academic supervision program, Islamic religious education supervisors carry out two supervision techniques, namely individual techniques and group techniques. The findings of programs from each technique that have been implemented by Islamic religious education supervisors are described;

1. Individual Technique

Based on the findings, the individual techniques used by Islamic religious education supervisors are class visit techniques, guiding teachers in matters relating to the implementation of the school curriculum, and teaching new insights to teachers. The description is explained below;

a. Conduct class visits

As the findings of the researcher, that this class visit technique is one of the techniques often used by supervisors in conducting supervision. The researcher's findings regarding the technique of class visits in the process of supervising teacher teaching activities, especially those carried out by Islamic religious education supervisors, are related to supervision by making class visit schedules and making supervision instruments.

In practice, the supervisor in carrying out teacher supervision activities in the classroom only needs to give a score by circling a score of 1-5 by observing how the teacher teaches in the classroom, and on the next page there is a note about the aspect being assessed, after giving a score on the aspect of the assessment, the supervisor also gives notes or descriptions of each assessed aspect.

Through supervision with this class visit technique as well, after the supervisor conducts an assessment and provides notes that must be corrected by the teacher, the supervisor carries out coaching including; Coaching teachers on mastery of subject matter, coaching teachers on mastering competency standards and basic competencies, and coaching teachers in developing subject matter.

b. Private Conversation (Individual Conference)

As the researchers found that there was a private conversation between a supervisor and a teacher, in this conversation both of them tried to meet in the sense of discussing carrying out good learning activities.

As supervisors, especially supervisors of Islamic religious education, conduct private conversations related to the problems faced when carrying out the learning process, it is necessary for supervisors to try to meet with teachers to answer the problems faced by teachers, when the problem is that the teacher does not master the subject matter, the teacher does not master the standards. the basic competencies and competencies of the subject, the teacher does not develop the subject matter. So related to the problems faced by teachers, Islamic religious education supervisors carry out coaching related to mastery of subject matter, mastery of competency standards and basic competencies of subjects, and development of subject matter.

2. Group Technique

Based on the research findings, the technical supervision of groups used by Islamic religious education supervisors is to hold meetings such as MGMP activities and involve teachers in training, seminars and workshops and so on. The description will be explained below;

a. Teacher's Meeting

Based on the findings of the researcher that the supervisor of Islamic religious education held meetings with Islamic religious education teachers through the MGMP forum for Islamic religious education (Musyawarah Guru Islamic religious education subjects) with a mutually agreed meeting schedule, namely the meeting of Islamic religious education teachers once a month. This is one of the group supervision techniques adopted by Islamic religious education supervisors in coaching carried out in groups

in increasing the professional competence of Islamic religious education teachers, which aims to help problems faced by teachers related to their competencies.

In this teacher meeting, the supervisor of Islamic religious education carried out guidance related to improving the pedagogic competence of teachers as follows;

- 1) Mastery of student characteristics
- 2) Mastery of learning theory & principles
- 3) Teacher creativity in curriculum development
- 4) The effectiveness of teachers in educational learning
- 5) Utilization of ICT for effective learning
- 6) Facilitate the development of the potential of students
- 7) Teacher-student communication
- 8) Implementation of assessment and evaluation of learning processes and outcomes
- 9) Utilization of assessment and evaluation results for learning purposes
- 10) Reflective activities to improve the quality of learning

Based on the researcher's findings, these meetings are routinely held every month, teachers are given the opportunity to report problems experienced related to their competence in learning activities, and are given the opportunity to discuss the teaching and learning process as well as about other abilities.

The purpose of holding regular meetings as a form of evaluation and supervision of supervisors in assessing and improving teacher competence. The purpose of teacher meetings/meetings is to prepare new information related to learning, the difficulties experienced by teachers, and how to overcome these problems together with all Islamic religious education teachers so that they can use time efficiently.

b. Teacher training/upgrading

Teacher training is commonly used by Islamic religious education supervisors as a form of guidance for Islamic religious education teachers through activities that are training, seminars, or workshops. This activity, directly involves all teachers, so that teachers can further improve their pedagogical competence.

From the researcher's findings that in order to improve the professional competence of Islamic religious education teachers, Islamic religious education supervisors often hold trainings through the Islamic religious education MGMP forum, such as training on making lesson modules, making LKS, making media, making PTK, and so on. In addition, Islamic religious

education supervisors try to involve Islamic religious education teachers to take part in training and seminars and workshops held by local and central government agencies, and teachers who take part in these trainings and seminars are obliged to disseminate new knowledge and information they get to teachers. other teachers to improve their pedagogic competence.

Ngalim purwanto (2014) mentions that the technique of group supervision carried out through upgrading has been widely carried out, for example upgrading for teachers in certain fields of study, upgrading on teaching methodologies and upgrading on education administration. Besides that, Islamic religious education supervisors also try to provide the latest information about new knowledge, both educator competencies and about others; this is in accordance with their duties as supervisors and carrying out academic supervision of Islamic religious education teachers.

IV. CONCLUSION

School supervisors at SMPN 1 and 2 Anjir Muara from the aspect of annual program planning prepared by Pokjawas in the Regency/City through programmed discussions; semester program, which is carried out by each school supervisor at each of the target schools. However, there are still some things that have not been achieved including: the schedule for implementing academic supervision is conditional and sometimes sudden, namely adjusting the activities of the school supervisor and the target school, so that the preparation of Islamic religious education teachers is not optimal.

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