

## **The Effectiveness of Supervision on Islamic Education (PAI) Teacher's Performance of Junior High School (SMP) in Pangkalpinang**

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### **ABSTRACT**

*This paper is based on the many problems that occur in the implementation of the supervision of teaching junior high school Islamic education in the city of Pangkalpinang. Teaching supervision as a form of assistance and guidance to teachers to develop their abilities in the learning process has not been giving a significant impact in improving the quality of Islamic Education (PAI) learning.*

*For this reason, a qualitative descriptive study was conducted on two state junior high schools that had different characters and qualities. Data and information are collected through unstructured interviews, unstructured observation, and documentation. Furthermore, the data is processed and analyzed descriptively through interactively as the Miles and Huberman flow models, namely data reduction, data display, and conclusion.*

*The results of data analysis showed that the supervision of PAI teaching in these two schools was still administrative. As a result, teaching supervision tends to be a mere formality and the basic principles have not been properly implemented. Naturally, the supervision of PAI teaching has not had a significant impact on PAI teachers, both due to supervisory competence and teacher readiness. However, there are also factors that are felt to be quite supportive, such as the commitment of supervisors in the midst of the limited number and desire of teachers to develop. Furthermore, based on the disclosure of facts on this issue, it is expected to be the basis of evaluation and efforts to improve the implementation of teaching supervision in the Junior High School in Pangkalpinang City, especially in Islamic Education Subjects.*

**Keywords: Teaching supervision, supervisor competence, Islamic Education**

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## **INTRODUCTION**

In the implementation of education in schools, supervision and guidance are important in an effort to improve the quality of learning processes and outcomes, namely managerial, clinical, academic and clinical aspects. However, this paper focuses on academic aspects, namely teaching supervision with the consideration that achieving educational goals directly related to efforts to improve the better learning situation.

The effort is carried out through a supervisory and guidance mechanism by the supervisor by helping teachers to carry out their main tasks properly and professionally. For this reason, a supervisor must be competent so that he is able to carry out his duties in accordance with the principles of supervision and the standards stipulated in the Regulation of the Minister of National Education Number 12 of 2007.

Unfortunately, the facts in the field show that supervisors still tend to be weak in academic supervision competencies, education evaluation, research and development. This condition seems to confirm the findings of several studies that the implementation of the task of the supervisor of education has not touched the issue of improving teaching and professional improvement of teachers, but rather is routine administrative, such as collecting statistical data and examining school buildings.

Such a trend also occurs in public junior high schools in the City of Pangkalpinang, especially in this case in the subjects of Islamic Religious Education (PAI). This is inseparable from the issue of quantity and quality of supervisors. In terms of quantity, there are only one PAI junior high school supervisor in Pangkalpinang City who must be responsible for 11 public

junior high schools and 13 private junior high schools. Whereas in quality, besides because PAI supervisors come from the Ministry of Religion Office whose structure is different from the Pangkalpinang City Education Office so the supervision process often does not work optimally, also the supervisor's competence is still under standard of quality.

In connection with this, there are two main problems that are trying to be revealed, namely the implementation of teaching supervision and the impact it has on. The hope, in addition to providing enrichment in the knowledge of Islamic education, can also be an input, consideration and feedback for the development of PAI teaching.

## **METHOD**

This qualitative descriptive study focused on the supervision of PAI teaching at Pangkalpinang 2 Public Middle School and Pangkalpinang 9 Public Middle School. The selection of these two schools is based on the consideration that both are state-owned but different in terms of quality and infrastructure facilities. The aim is to look for comparisons in terms of implementing supervision of PAI teaching by supervisors.

To get the data needed, three methods or techniques of data collection are used, namely interviews, observation, and documentation because they are considered to help researchers collect data optimally. Furthermore, to ensure that the data collected can be declared valid and reliable, triangulation is carried out, both with sources, methods, and theories.

Data processing and analysis uses the steps of analysis of Miles and Huberman (1987), namely data reduction, data display, and conclusion as shown in figure 1 as follow.

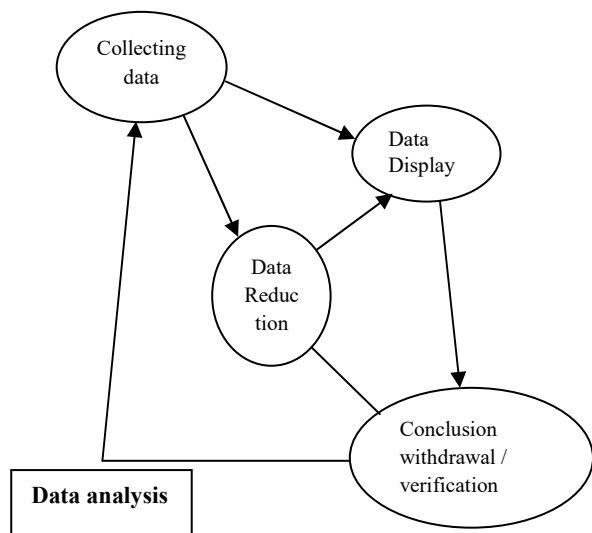


Figure 1. Steps for Data Analysis Miles and Huberman

First, *data reduction*. At this stage, the collected data is recorded or typed back into detailed descriptions or reports. The field report was then reduced, summarized, the main points were chosen, given a more systematic arrangement to be easily controlled. Second, *data display*. In this stage, the results of data reduction are arranged into a picture display, both overall and certain parts of the research data, in the form of descriptions and equipped with tables or graphs.

Finally, *the conclusion*. Here, the description of the data is interpreted (interpretation) so that the meanings, patterns, themes, categories, relationships, equations, etc. can be obtained from the data processed in the previous stage. This step is carried out in stages, starting with giving conclusions, but with increasing data, verification is carried out by re-studying existing data. In

addition, it is also done by asking for consideration of the parties studied (supervisors, principals, principal work of the supervisor) about the initial conclusions, then given final conclusions.

## DISCUSSION

### 1. Teaching Supervision

The term supervision has long been known and discussed - especially in developed countries - as an approach in the world of democratic education. In the view of Ben M. Haris there are three limitations in interpreting the term supervision, which is closely related to teaching (but not directly with students), aiming to improve the learning process so that it can achieve good learning outcomes. Here's the statement:

*Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation is ways that directly influence the teaching processes employed to promote pupil learning. Supervision is highly instruction-related but not highly pupil related. Supervision is a majors function of the school operation, not task or a specific job or a set of techniques. Supervision of instruction is directed toward both maintaining and improving the teaching-learning processes of the school.*<sup>2</sup>

Related to this, Satori emphasized that supervision is an important term in educational organizations, namely as a service oriented to teaching improvement. Therefore, supervision activities pay

<sup>2</sup> Ben M. Harris, *Supervisory Behavior in Education*, (New Yersey: Prentice-Hall, Inc., Englewood Cliffs, 1985), 2nd Edition, hlm. 10. Lihat juga Kimball Wiles dan Jhon T. Lovell, *Supervision for Better School*, (New Yersey: Prentice-Hall, Inc. Inglewood-Cliffs, 1967), hlm. 4; R.J. Alfonso, G.R. Firt, R.F. Neville, *Instructional Supervision: A Behavior System*, (Boston: Allyn and Bacon, Inc., 1981), hlm. 43.

attention to efforts to develop learning activities by taking into account various factors that influence it, such as teachers, students, curriculum, teaching tools and books, as well as social and physical environmental conditions that influence the teaching-learning process (PBM).

While in the view of Islam, supervision is part of the responsibility that must be carried out by education practitioners. As the word of God in the Qur'an An-Nisa, verse 58:

*Lo! Allah commandeth you that ye restore deposits to their owners, and, if ye judge between mankind, that ye judge justly. Lo! comely is this which Allah admonisheth you. Lo! Allah is ever Hearer, Seer.*

In this verse there is the word "trust" which means accountability, both for teachers (objects of supervision) and supervisors (supervisors). In essence, the mandated task is the task given by Allah SWT and its responsibility to Allah SWT. More than that, humans will get a reward from their actions, as in Tabari's interpretation: "You will get a reward for your good deeds, and a bad reply for your bad reproduction, or be forgiven. All of that is solely because of His gift. "

Furthermore, related to supervision and evaluation in every activity, the Messenger of Allah has confirmed it in various hadiths. In HR. Tirmidzi (2383) for example, Rasulullah SAW said: "Check yourself before examining others. Look first at your work before seeing other people's work. " Even in another hadith, the Prophet also stressed that everything must be done in a planned and orderly manner, no exception to the teaching-learning process: "Indeed, Allah loves people who, if done a job, are done itqq (right, directed, and complete) ( HR Thabrani). That way, it can be interpreted that supervision is needed to straighten the crooked, correct the wrong, and justify the rights, which are based on tawheed and faith in Allah SWT.

In the context of teaching, supervision is aimed at helping teachers to carry out the

teaching and learning process well. The assistance provided is in the form of professional assistance that allows teachers to plan, implement, and evaluate teaching-learning process (PBM) effectively and efficiently.

While in terms of function, teaching supervision is trying to improve the abilities and skills of teachers in improving the quality of teaching. Thus, the supervision service covers all aspects of the implementation of education and teaching so that the results are expected to be a source of information for the development of teacher professionalism and the overall development of school programs.

For these goals and functions, according to MONE (2010), teaching supervision should be carried out with a clinical supervision approach that is carried out continuously through pre-observation, learning observation, and post-observation stages. Pre-observation is done to create an intimate atmosphere with the teacher, discuss teacher preparation and make agreements regarding aspects that are the focus of observation, and agree on the instruments to be used. Observation of learning is focused on the agreed aspects by using observation instruments, then making notes about the behavior of teachers and students in the learning process. Furthermore, post observations or feedback meetings are carried out immediately after observation, namely by listening to the opinions of the teacher regarding the new learning process, showing observational data (instruments and notes), giving the teacher the opportunity to examine and analyze it. Based on the results of the open discussion, supervisors provide reinforcement, encouraging teachers to find out their own shortcomings, and then improve their shortcomings and determine together the next learning plan and supervision.

## **2. Implementation of Pangkalpinang City PAI Junior High School Teaching Supervision**

Discussion of results is based on the results of interviews with nine informants, observations, and documents. Based on the data obtained, it was revealed that teaching supervision planning had not been formulated "seriously", was still common, only focused on administrative aspects, and lacked attention to the principles of supervision as guidelines for its implementation. Plans are arranged in the form of a schedule of supervisor visits, which unfortunately are not notified and socialized so that there are differences in the timing of visits. Even though the supervision program that was prepared should [a] have clear, directed, and sustainable goals and procedures; [b] use data from the results of the campus or real observations; and [c] use instruments that can provide actual information, not the results of the supervisor's personal study. Thus, the design of the supervision program can provide a detailed description of the activities to be carried out and clear procedures making it easier to measure their achievements.

In addition, it was also found the fact that the socialization carried out was still limited to formal meetings, which sometimes could not be attended by all parties. Socialization materials also tend to be general in nature and there is no follow-up on socialization in other forms. For example, the class visit schedule is only listed in the Supervision Work Plan document (RKS) or posted in the supervisory room. In fact, ideally, each teacher is given a copy of the schedule, or at least pasted in the teacher's room. Likewise related to the list of instruments and documents that must be prepared. So, even though the schedule is still general in nature, it does not show clarity of time and class, at least the teacher can prepare himself, both psychologically and the completeness of the learning documents.

Furthermore, technical supervision is carried out through three stages according

to MONE (2010), namely pre-observation, learning observation, and post-observation. In the pre-observation stage, the supervisor approaches the teachers to create a familiar atmosphere in discussing the preparations made by the teacher, including agreement on aspects that are the focus of observation and observation instruments that will be used during the visit every mid-semester, namely September and March. Unfortunately, the supervisor did not seem to care much about the plans that had been prepared and often forced the school to "adjust" to the supervisor's schedule. It is not surprising, then, that Ra stated: "as headmaster I sometimes do not know the exact schedule of visits by supervisors to school".

To get around this, according to Ra and Ha, the State Junior High School 2 and Pangkalpinang Middle School 9 sometimes asked for help from senior teachers or former supervisors, one group of subjects to replace the supervisor. Whereas to help manage administration, the school sometimes asks for help from teachers according to the additional assignments that have been given at the beginning of the school year.

Furthermore, learning observation is carried out in accordance with the agreed aspects using observation instruments and notes that include the behavior of teachers and students. Unfortunately, when observations were made, it was seen that not all supervisors had complete supervision instruments, assessment objectives, and follow-up plans for supervision. The appraisal instrument or instrument used has not yet adjusted to the needs, both the Teacher Performance Assessment Tool (APKG) 1 to assess the learning plan / RPP and APKG 2 to assess the implementation of learning, and complete it with other instruments. The instrument was not delivered in detail to the teacher so that they understood the components to be assessed and could prepare themselves.

In fact, there are supervisors who enter the class with only a piece of paper. In



class, what the supervisor does is just observe the teacher who is teaching, fill out the instrument or take notes, then leave before the lesson is finished. As a result, the teacher felt confused, did not know what was actually done by the supervisor so that the implementation of supervision did not give much influence on the purpose and function of teaching supervision. In fact, SH and Si as supervisors stated that the instrument was an important component in teaching supervision.

The final stage of supervision is carried out through follow-up results of teaching supervision activities in the form of (a) review (review) of the results of supervision, (b) design of the type of guidance along with the steps, and (c) implementation of guidance to teachers, individuals / groups by creating harmonious relationships, analyzing teacher needs, developing learning strategies and media, assessing teachers' abilities, and revising supervision programs. When asked about the importance of follow-up supervision activities, SH and Ki stated that this was very important in order to help

give a real impact to increase teacher professionalism. Through the results of supervision, the teacher can realize the weaknesses or shortcomings, then try to improve them through appropriate, planned, systematic, and continuous coaching.

Unfortunately, follow-up in the form of guidance is often not carried out by supervisors, as confirmed by DDF, MF, Mt, and Ji. Though many problems that need to be conveyed to the teacher, but only become documents in the supervisor's filing cabinet, it does not produce a real impact on the teacher. The reasons include the number of supervisors and their lack of ability.

Indeed, the expectation of the benefits of PAI teaching supervision is seriously delivered by DF, Ji, MF, and Mt. There are many positive things they get, for example, they can know their weaknesses and weaknesses in teaching and are motivated to prepare a learning administration well. Therefore, they hope that teaching

supervision can be carried out programmed, continuous, and consistent.

Unfortunately, the supervision of teaching at the Pangkalpinang Public High School tends to still be focused on formal administrative aspects, only checking the completeness of the administration of learning and looking for teacher errors without providing clear and measurable follow-up solutions. Finally, they became indifferent, lacked trust and were not sympathetic to the supervisor. This was acknowledged by Ki and SH.

On the one hand, the lack of a number of supervisors seems to be only an apology, but given the weight of the responsibility of a supervisor and the breadth of the work area cover, the issue of limited human resources becomes significant. The direct result is the lack of presence of supervisors and their ability to carry out tasks (monitoring, fostering, assessing, following up on results, and compiling reports).

This condition results in at least two possibilities that are not in accordance with the principles of supervision. First, there are teachers who may never get the opportunity to be supervised. As MF and Ji revealed that in the past year, they have never been supervised, either by supervisors or principals. They mentioned that supervisors often passed in front of the class, but they did not know whether he was being supervised. Even though they feel they need to be supervised so they can find out the shortcomings in the learning process. Second, therefore there is a "cut-down" and discriminates against treatment. Supervision as if only intended for new teachers, who are still CPNS, considered junior, and not those he knew. This was also complained of by DF, Ji, MF, and Mt.

The indication of neglect of the family spirit makes the supervisor's award lower. Not to mention the supervisor's attitude that is still autocratic and corrective so supervision is seen as a mental burden, a scourge, an unpleasant thing for teachers for fear of being judged and blamed. As revealed by Ra and Ha that there are still teachers who are not happy to be

supervised or if necessary do not supervise because the teacher is less prepared or incomplete learning administration such as learning implementation plans (RPP) and other devices.

However, Ha and Ra revealed that there were still supervisors who were committed and responsible for the supervision program. They saw that supervisors put forward an attitude of mutual openness and kinship to motivate teachers to arise from the will to be supervised. Although rare, but on several occasions there were also teachers who asked when supervision would be held for them.

Therefore, according to Ra, supervisors are required to be creative, innovative, participatory, and continue to develop their abilities, both theoretical and practical. Therefore, Ra, Ha, Ki, Si, and SH agreed that supervisory competence needs to be improved through training, scientific discussions, seminars, or courses in order to be able to keep up with changes so they are not left behind.

But no less important are the constraints of the teacher, including teacher readiness for supervision, low trust in supervisors, and the notion that the more important are learning outcomes because supervision is the responsibility of the supervisor and the teacher is only passive. For this reason, according to Ra, Ha, Ki, Si, and SH, it is necessary to provide understanding and motivation for the importance of self-correction so that they realize there are shortcomings to be corrected. That way, teachers can also be better prepared to be supervised and believe that supervisors can help with their difficulties. Then, the feeling of being uncomfortable when supervising friends, senior teachers, or ex-supervisors can be minimized or eliminated by holding an open and collaborative approach. The teacher will understand that supervision is one of the objects or the goal is to improve it.

## **CONCLUSION**

Based on the previous description, it can be concluded that the implementation of teaching supervision carried out by Pangkalpinang City Junior High School PAI supervisors is still not effective so that it has not been able to provide a significant impact in efforts to improve learning. This condition is influenced by issues of supervisor competence, teacher readiness, and inter-institutional policies.

In the implementation, supervision of PAI teaching carried out by supervisors from the Office of the Ministry of Religion of Pangkalpinang City is still formal-autocratic and corrective. Supervisors have not shown good commitment in the midst of the complexity of administrative tasks and the low level of competence. The impact of the implementation of supervision like this on the one hand makes the teacher more ready to complete the learning device. But on the other hand, it will cause teacher competence to not develop over time. This also cannot be separated from the lack of serious implementation of follow-up results of supervision, which includes reviewing the summary of the results of supervision, designing the types of coaching along with the steps, and implementing guidance for teachers.

In connection with this, there are several important things that are observed and carried out together. For supervisors, it is expected that the implementation of teaching supervision is carried out in a programmed and continuous manner, namely by: (a) developing supervision programs and tools, socializing the program, carrying out supervision, following up on the results of supervision. (b) conducting open relationships and communication and kinship between supervisors, principals and teachers and school residents, (c) improving competencies, skills and enhancing the insights of education, science and technology for themselves, teachers and other education personnel in schools. (d) supervisors in order to be able to improve the implementation of teaching supervision

and follow up on the results, so that the teachers obtain tangible benefits in the form of improving the quality of teacher professionalism.

Then, for the Ministry of Religion of Pangkalpinang City, it is hoped that continuing efforts to improve the implementation of teaching supervision carried out by supervisors should receive serious support from the Ministry of Religion of Pangkalpinang City, namely:

a. Compile and implement supervisory competency improvement programs through education and training activities (Diklat), workshops, TOT, and others. Programs that have been implemented must be evaluated and acted upon so that the activities carried out are on target and successful according to the intended goals.

b. Provide motivation in the form of appreciation for the performance of outstanding supervisors and teachers through school accreditation activities and performance appraisal.

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