

Supervision Model of the SMPN 1 Julok School Principal in Improving the Islamic Religious Education Teachers' Performance

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BASRI

Institut Agama Islam Negeri Langsa
basri.ibrahim@iainlangsa.ac.id

Abstract

Splay principals play a decisive and strategic role in education sector. They play multi-functional roles, not only as leaders and educators but also as motivators, supervisors, controllers, and administrators. In the context of educational supervision, the principal is a role model in conducting business services and providing assistance between employees and the leader. This s contributes to teaching and learning process to develop their abilities improve and enhance the teaching and learning process at school. This research applied field research with a qualitative approach. The method used was a descriptive analysis study. Results showed that the supervision model of the school principal of SMP Negeri 1 Julok in improving the Islamic Religious Education teachers' performance emphasized on developing punctuality in various aspects, especially at the administrative level.

Keywords: *Islamic Religious Education; School Principal; Supervision Models; Teachers' Performance.*

Abstrak (Bahasa Indonesia)

Pada dunia pendidikan, peran kepala sekolah sangat strategis dan menentukan. Kepala sekolah memainkan peran multifungsi, tidak hanya sebagai pemimpin dan pendidik melainkan juga sebagai motivator, supervisor, kontroler bahkan administrator. Pada konteks supervisi pendidikan, kepala sekolah adalah role model dalam melakukan usaha layanan dan bantuan bimbingan antara bawahan dan atasan. Hal tersebut adalah pemicu terciptanya proses belajar mengajar untuk mengembangkan kemampuannya dan memperbaiki serta meningkatkan proses belajar mengajar di sekolah. Penelitian ini tergolong dalam penelitian lapangan dengan pendekatan kualitatif. Adapun metode yang digunakan adalah studi deskriptif analisis. Hasil penelitian menyimpulkan bahwa model supervisi yang paling ditekankan oleh kepala sekolah SMP Negeri 1 Julok dalam meningkatkan kinerja guru Pendidikan Agama Islam adalah dengan meningkatkan kedisiplinan dalam berbagai aspek khusus pada tataran administrasi.

Kata Kunci; *Kepala Sekolah; Kinerja Guru; Model Supervisi; Pendidikan Agama Islam*

Introduction

Historically, one of the efforts to improve the quality of education is to empower school principals. This is because the principal is the prime mover for school resources, especially teachers. School principals play a significant role in achieving educational goals; thus, it can be said that the quality of the principals themselves primarily determines the success or failure of school activities (Musanna, 2012). As the head of the school, the principal is responsible for ensuring the school activities run successfully both technical and academically. It includes all activities such as the state of the school, the environment that involve its conditions and situations, and relations with the surrounding community. Providing initiatives and creativities toward the school's development and progress includes the duties and responsibilities of the school principals. Principals play an essential role in improving teachers' performance to be more enthusiastic and professional in teaching. This is due to teachers having a significant role in determining the quality of teaching, they must think and plan carefully to improve the quality of students' learning. (Santosa, 2017).

This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, act as facilitators who organize the classroom, apply teaching methods, and develop their attitudes and characteristics in managing the teaching and learning process. The quality of the teacher strongly influences the quality of the teaching and learning process. (Musanna, 2012). Therefore, efforts to improve teachers' ability to carry out the teaching and learning process need to continuously receive particular attention and responsibility from the person who is in charge of the education system.

School members such as principals, teachers, students, and employees must support each other to work together to achieve the targeted goals. Therefore, it can be said that the success or failure of an organization in achieving determining goals is depending on the ability of its leaders to foster a climate of cooperation so that they can mobilize the existing human resources to run effectively and efficiently (Kharisma & Pirmana, 2013). On the one hand, If the school principal is professional, it will generate various benefits for educational institutions, such as maintaining the stability of progress, gaining development, having a good image, receiving positive responses from the community, obtaining awards from the state, increasing achievement, and so on. On the other hand, if the principal is unprofessional, it will affect educational institutions and bring various (Kadarsih, Marsidin, Sabandi, & Febriani, 2020). For example, decreasing achievement, receiving

a poor image, obtaining negative responses from society, experiencing unstable conditions, generating conflicts, and existing various contra-productive phenomena.

The researcher focuses on SMP Negeri 1 Julok as an institution to conduct research. This is because the school is a favorite school for those who live in Julok, East Aceh sub-district. The quality of education at the school is also excellent, therefore the researcher is interested in examining the relationship between the supervision of the principal and the teachers of Islamic Religious Education at SMP Negeri 1 (Putri & Faisal, 2018).

In the initial observations, the researcher found that the supervised teachers obtained low scores before the principal conducted the supervision. Furthermore, the quality of teaching and learning according to the demands of K13 has not met the standards yet.

Moreover, to improve the performance of PAI teachers at SMP Negeri 1 Julok, the school principal requires to conduct educational supervision. Teachers and school principals can work together to improve the quality of education based on the objectives of K13. After carrying out the supervision, the school principal can guide, train, provide input, and give suggestions to improve the teachers' performance.

Method

This study was field research and it applied a qualitative approach with descriptive methods (Presatya, 2000). The research was conducted at SMP Negeri 1 Julok East Aceh sub-district, located on Medan-Banda Aceh Street, Kuta Binjei. The data obtained from the teachers and documents. The primary data were collected through interviews with school principals, vice principals for curriculum, and PAI teachers of SMP Negeri 1 Julok East Aceh. The secondary data was taken through reading materials and literature related to SMP Negeri 1 Julok East Aceh. In addition, additional sources were obtained from the documentation.

C. Result and Discussion

1. Result

A principal is an administrator for the school he leads. According to his position, he must perform his function in achieving educational goals in the school he leads. Leadership indicates the contribution to the realization and achievement of group goals. It is both individuals' and groups' actions to reach specific goals.

Purwanto (2019). The educator's task as a leader is to enhance the abilities of the people, he leads to enable them to carry out their duties willingly and vigorously. Several procedures must be considered in its implementation: First, supervision must be carried out systematically based on planning. Second, it must inform people about the supervision plan (Sari & Najah, 2021).

Third, to obtain complete data, supervision should apply one or several techniques, including supervision, interviews, class observations, and class visits. Fourth, the assessment in the provision should be stated in formats such as formal checklists and rating scales. As for its implementation, the principal as a supervisor must pay attention to the principles, namely (1) consultative, collegial, and not hierarchical relationships; (2) implemented democratically (3) centered on education personnel (teachers); (4) carried out based on the needs of educational personnel; (5) is a professional (Astuti, 2019). The principal, as a supervisor, must be obliged to cooperate, serve, assist, and protect all his subordinates. The principal also has the most important duty and responsibility which is how to carry out his role as supervisor.

The principal can carry out clinical supervision as a teacher's supervision; clinical supervision is the development of teacher performance in managing the teaching and learning process. Its implementation is designed practically and rationally. Both its design and its implementation are carried out based on data analysis regarding activities in the classroom. The purpose of clinical supervision is to help modify teaching patterns that are not or are less effective. On the other hand, clinical supervision is carried out to build motivation and commitment to the work of teachers. Clinical supervision aims to increase teachers' pursuit in the classroom. (Astuti, 2019).

The clinical supervision steps can be developed in 3 critical stages: The initial meeting stage, the teaching observation stage, and the return meeting stage. At the initial meeting stage, it is the most critical momentum, commonly known as (*preconference*). This initial meeting is conducted before class observations, commonly referred to as (*a preobservation conference*). The purpose of this initial meeting is to develop a joint development between the supervisor and the teacher about the observations to be made, and the result of this initial meeting is an agreement or employment contract Between the supervisor and the teacher (Wandi, 2018).

Some of the agendas applied in the initial meeting included establishing a contract and mutual agreement between the supervisor and the teacher about the supervision activities to be carried out. Second, establishing mechanisms and rules that will be mutually agreed upon. Third, establishing a specific plan for the implementation of observations.

Supervision has two stages in its implementation. First, the stages of learning observation. This stage must be carried out systematically and objectively; several techniques to observe teachers, such as selective verbatim or to make written recordings, documentation of student behaviour, complete records of events in the classroom and collecting data on teaching behaviour (Maralih, 2014). Second, the stages of the counter-meeting. This stage is carried out immediately after the learning observation stage, precisely after analyzing the observation results.

There are some aspects a principal must consider to improve the performance of Islamic Religious Education teachers, which are providing guidance, advice, motivation and reward, meeting the needs of teachers in the teaching and learning process, and supervising the teaching and learning process (Shohib, 2019). The steps are conducted first with conducting initial conversation between the teacher and the principal; the second observation means that the principal supervises the teacher in the classroom (Muchtar & Suryani, 2019). Finally, the analysis process is carried out after observations; the principal records the strengths and weaknesses of teachers' performance and analyzes them. The data collected from observations are then discussed with other teachers, and the principals guide the teachers to determine improvements to establish partnerships.

The target of attention given by the principal in the school, which is prioritized in the teaching and learning process activities, is to supervise the situation of the teacher, which includes the spirit of teaching, devotion to the school, proficiency in teaching, craft skills, discipline, and responsibility in carrying out their duties (Surai, Khosmas, & Chalimi, 2020). Usually, the principal's efforts in improving teacher performance hold internal coaching. They include teachers in out-of-school training, curriculum training, teaching skills, and holding Subject Teacher Deliberation in Schools or MGMP (Musyawarah Guru Mata Pelajaran).

2. Discussion

The supervision of the principal at SMP Negeri 1 Julok instills influence on the teachers so that they perform their duties wholeheartedly and enthusiastically. As a leader is expected by his subordinates in the organization; in this case, the school organization expects its leaders to be able to provide direction for the benefit of achieving school goals (Putri & Faisal, 2018). The principal has a multifunctional role; therefore, the principal is required to carry out his role as follows:

Coaching Dicipline

Discipline is essential to instill respect for authority, efforts to instill cooperation, and the need to organize and respect others (Amri & Umrah, 2022). Increasing the work productivity of teachers needs to start with a democratic attitude. Therefore, in fostering discipline, teachers need to be guided by this.

The general strategies for fostering discipline are self-concept, the skill of communicating logical and natural consequences, the classification of values, the exercise of the leader's effectiveness, and being positive and responsible. To implement the strategy, the principal must consider various situations and need to understand the factors that influence them.

PAI teachers at SMP Negeri 1 Julok constantly develop their abilities by holding training, workshops, training, religious lectures, and presentations of learning methods that are carried out once a month. All teachers make presentations in turn. The learning method presented is one's work or a modification of various existing strategies to produce new methods. As a reference, teachers can learn by themselves, search the internet, training experiences, training, or *workshops*. The performance of teachers of education personnel in schools needs to be improved; for this reason, the principal seeks to instill discipline in all teachers, staff employees, and students. Through this discipline, the goals can be achieved effectively and efficiently and can increase the productivity of SMP Negeri 1 Julok.

Motivational Provision

The principal's ability plays a vital role in achieving the school's goals. The motivation of staff and teachers encourages effectiveness and efficiency in achieving goals. Staff will increase their achievement, job satisfaction and their creativity. The principal, as a leader, motivates all teachers to carry out their duties professionally through monthly meetings. It makes teachers

more enthusiastic about carrying out their duties (Permana, Araniri, & Nurhidayat, 2020).

The role of the principal as a learning agent is very strategic to improve the quality of education to produce human resources that have competitive and comparative advantages. The principal's profession as a leader can be analogous to a critical element that must guarantee that it can open the "door" for the school he leads into a high-quality school. Thus, the principal is not a "position" or a prestigious position, but as a leader, he is expected to take concrete actions that lead to achieving the school's goals (Lazwardi, 2016).

The Existence of Academic Supervision Competencies

Academic supervision competence consists of several factors, including understanding the concepts, principles, fundamental theories, characteristics, and developmental tendencies of each subject in the relevant subject family in similar secondary schools (Wahid, 2012) Second, understanding the concepts, principles, theories/technologies, characteristics, and trends in the development of each subject is the learning/guidance process in a family of relevant subjects in similar high schools. Third, guiding teachers in compiling the syllabus of each subject in a family of relevant subjects in secondary schools based on content standards, competency standards and essential competencies, and K13 development principles.

Fourth, guiding teachers in choosing and using learning strategies/methods/techniques/guidance that can develop students' various potentials through subjects in a family of relevant subjects in similar secondary schools. Fifth, guiding teachers in preparing a Learning Implementation Plan (RPP) for each subject in the relevant subject family in similar secondary schools. Sixth, guiding teachers in carrying out learning/guidance activities (in the classroom, laboratory, and or in the field) for each subject in the relevant subject family in similar secondary schools. Seventh, guiding teachers in managing, caring for, developing, and using educational media and learning/guidance facilities for each subject in a family of relevant subjects in similar secondary schools.

Eighth, motivate teachers to utilize information technology in the learning/guidance of each subject in a family of relevant subjects in similar secondary schools. The encouragement of the head of the madrasa is significant because they feel cared for; this will motivate them to work to be

more active, and vice versa. If the head of the madrasa is indifferent to the teachers, they will be discouraged. The existence of support from the leadership is the principal capital to improve teachers' performance. The success of an organization or institution is influenced by various factors, both from within and from the environment. Of these various factors, motivation is quite dominant and can move other factors toward work effectiveness (Sugiyanto, Giawa, & Musoli, 2020).

Rewarding

One of the principal's efforts in improving teacher performance at SMP Negeri 1 Julok is rewarding the teachers to work better. Awards are necessary to increase work productivity and reduce less productive activities. This award stimulates academic staff to improve positive and productive performance. Awards are significant in improving the teacher performance; awards are like respect from superiors for working well and can improve the quality of teachers in developing their knowledge (Putri & Faisal, 2018).

In addition to awards, some are termed perceptions. Perception or acceptance from teachers and employees for the principal is beneficial to improve teacher performance in teaching and learning activities. A good perception will foster a conducive work climate and, at the same time, will increase work productivity. Principals need to create a good perception for every education worker of the leadership and school environment to improve performance.

Conclusion

The principal applies various models of supervision to develop teachers' performance at SMP Negeri 1 Julok. These include, first, maintaining discipline. It begins with monitoring the presence and preparing systematic teaching and learning administration. Second, providing motivation. The principal always gives motivation on all occasions, such as at monthly training, meetings, direct supervision, and assessment of teacher development and supporting teacher MGMP activities. Third, conducting academic and clinical supervision. Fourth, rewarding teachers who excel in various aspects, including achievements in the administrative discipline.

The obstacles experienced by the principal in improving teacher performance at SMP Negeri 1 Julok are the lack of educational facilities and infrastructure such as PBM props. Many teachers need to get used to using

learning media such as laptops, and their lack of ability to operate Microsoft Office; consequently, they are overwhelmed in designing RPP. The lack of teachers' participation in each supervision is because they consider supervision only to figure out mistakes and have to participate in the activities.

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