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BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 15, NUMBER 3 (2022)

ISSN 2029-0454

Cite: *Baltic Journal of Law & Politics* 15:3 (2022): 2019-2032
DOI: 10.2478/bjlp-2022-002139

The role of Supervisors in Improving Teacher Competence: an empirical review in building Educational Psychology to Support Learning Quality

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Received: August 02, 2022; reviews: 2; accepted: November 27, 2022

Abstract

This study aimed to identify and analyze the role of academic supervision in motivating the psychology of teaching staff in improving teacher competence related to pedagogical competence, professional competence, social competence, and personality competence. This research method used qualitative, and this research was conducted at 12 SMAN in Gowa Regency, South Sulawesi Province, consisting of 22 SMAN-level schools in various sub-districts of Gowa Regency. Based on data in the field, the total number of PAI teachers in Gowa Regency who are spread across the secondary education level (SMAN) is 61 people. Islamic Religious Education teachers generally need supervisors who regularly guide them toward a better quality of learning in schools. The Islamic Religious Education supervisors have conducted assessments and coaching to improve the quality of Islamic Religious Education teachers in terms of developing material, using learning methods, selecting relevant media, evaluating, and creating functional and creative

learning conditions. After the supervisor provides guidance and assessment, proceed with more intensive coaching if something is considered lacking.

Keywords

Psychology, Supervision, Competence.

1. Introduction

To improve the quality of education at an educational level, the existence of supervisors in implementing supervision is a must and very necessary. This is because supervisors are a form of professional service that can help improve the competence of teachers, mainly Islamic religious education teachers, in carrying out their duties as successors of prophetic treatises, as well as building idealism which is expected to be able to educate children. The educational supervisor is the leading figure beside the teacher, who is given the task or responsibility and complete authority to carry out assessments and guidance from a technical and administrative aspect of education. This means that the task of the education supervisor is to build professionalism or improve the quality of teachers in managing and developing the learning process in schools, both in intra and extracurricular forms.

Islamic Religious Education is a conscious effort or activity that is deliberately carried out to guide and direct students towards the formation of the main person (*insan kamil*) based on Islamic ethical values while maintaining good relations with Allah SWT. (*hablumminAllah*) fellow human beings (*hablumminannas*), oneself, and the natural surroundings (Sultan, 2019). The primary orientation of Islamic Religious Education is forming students with religious and social characters. Efforts to increase teacher competence are substantial, considering that the Indonesian people have given their trust and positioned teachers as the front pillar whose function is to transfer knowledge and technology, life skills, and inculcate ethics and morals to students. These conditions require supervisors' performance to be at the maximum level so that they can carry out continuous and programmed supervision, are open, and create informal relationships with teachers so that teachers do not feel burdened in carrying out supervision.

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system explicitly states that Islamic Religious Education is one of the subjects that must be given to all academic units to increase faith and piety as well as the noble character of students. Given the importance of the role of Islamic Religious Education in the life of society, nation, and state, it is necessary to continuously improve the quality of supervision of the implementation of Islamic Religious Education in schools (Departemen Agama RI, 2004). Supervision of religious teachers in schools is essential to improve schools' quality so that school management and administration can run effectively and efficiently. Supervision can

be seen as part of management, distinguished between administrative control and managerial control. Administrative oversight is oversight of all activities in organizational units at all levels. Meanwhile, managerial control is narrower and specific, meaning that it does not apply to the entire organization but depends on the level of the manager where the supervision is carried out. In simple terms, supervision can be interpreted as observing, comparing, influencing/directing, and assessing the implementation of activities so that they can run according to predetermined plans and objectives (Departemen Agama RI, 2003).

Based on this understanding, supervision is closely related to planning, targets, and policies regulated in a decree. The Supervisor of Islamic Religious Education, structurally, is an apparatus of the Ministry of Religion that is functionally assigned the task of supervising the implementation of the duties of Islamic Religious Education teachers in public schools (SD, SMP, and SMA/SMK) and implementing the development of religious life in schools. The implementation of this supervision has been regulated in statutory regulations as a legal umbrella and basis for guidance (Departemen Agama RI, 2003).

The Supervisor of Islamic Religious Education, whose one of his duties is the development of Islamic Religious Education teachers, must take a role in finding solutions to this problem because the learning process of Islamic Religious Education in schools is the main activity in forming human beings who believe in and fear God Almighty according to the mandate law (Law No. 20 of 2003). In carrying out their duties and functions, supervisors are expected to play an essential role in motivating Islamic Religious Education teachers at SMAN in Gowa Regency to continuously innovate and be creative in implementing learning in class. In addition, supervisors can also conduct coaching related to the duties of Islamic Religious Education teachers to improve their competence.

Supervision activities are the activities of school supervisors in preparing supervision programs, implementing supervision programs, evaluating the results of program implementation, and carrying out teacher professional guidance and training (Pemerintah RI, 2011). That way, school supervisors are required to have adequate qualifications and competencies to be able to carry out their supervisory duties. School supervisors are people who are mandated to oversee the implementation of educational and learning activities in schools in order to obtain certainty that the work carried out by both the teacher and the principal and all the educational components in the school are aligned with the goals to be achieved (Dadang, 2010, p. 76).

Competence does not only contain knowledge, skills, and attitudes, but what is essential is the application of the required knowledge, skills, and attitudes in work. Supervisors must have academic supervision in carrying out supervisory duties as a form of ability to assess and guide teachers to enhance the quality of the learning process they carry out so that it impacts the quality of education. Supervision activities are ideally not just to supervise and assess teacher abilities but to foster and develop teacher professionalism in schools. This cannot be

realized if it is carried out only as a formality. The supervisors only come according to the schedule determined by bringing measurement instruments, and once they are carried out, their task has been completed.

The researcher states that from the interpretation of the verse above, it can be interpreted that Allah supervises all human beings on this earth, both supervision in the form of wealth and the form of good and bad human deeds. The verse also implies that Rasulullah applied his knowledge based on Allah's guidance. Some supervisors of Islamic Education at SMAN in Gowa Regency have shown quite optimal performance in terms of motivating and stimulating teacher enthusiasm for learning development, which can be seen in various activities, including; there is a schedule for supervisors in carrying out school visits, class visits, individual and group coaching, giving examples of suitable teaching methods, encouraging increased cooperation, encouraging increased creativity and creating harmonious communicative relationships between supervisors and teachers referring to the principle of partnership.

Obstacles faced by supervisors do not only stem from internal supervisors. The minimum number of supervisors for education in Gowa Regency is one of the reasons that hinder the performance of supervisors because the number of supervisors in Gowa Regency is still far from the ideal number, especially when compared to the more significant number of teachers per education unit, the number of supervisors is only two. Based on the results of the observations above, it can be assumed that the competence of education supervisors at SMAN in the Gowa Regency still needs improvement towards perfection. For this reason, it is necessary to improve and improve the duties, roles, and performance of educational supervisors, so that supervision runs as it should.

Preliminary observations about the competence of Islamic Religious Education Subject teachers show that some Islamic Religious Education Subject teachers face problems in carrying out their duties as an educator, which can affect the level of competence of Islamic Religious Education Subject teachers at SMAN in Gowa Regency, including; There are still Islamic Religious Education Subject teachers who have not implemented the learning model; There are still Islamic Religious Education Subject teachers who apply the method in a monotonous manner, namely only applying the lecture method; Some teachers of Islamic Religious Education still need to be able to use Information Technology Communication (ITC) based learning media. This is due to the limited ability of teachers to use ITC media, so teachers only use straightforward media.

This statement the researcher connected with the supervisor of Islamic Religious Education to convey and provide excellent and correct learning as well as assessment and coaching to school principals, PAI teachers, and students in schools because schools as formal education institutions are institutions of public trust that can usher in generations nation's children to face global competence. Based on the background and description above, the researcher deems it necessary to research

and study in more depth by proposing to write a scientific paper in the form of a dissertation with the title: "Implementation of Supervisory Tasks in Improving the Competence of Islamic Religious Education Teachers at Public High Schools in Gowa Regency."

2. Literature Review

a. Academic Supervision

The concept of modern supervision formulated by Kimball Wiles is: "Supervision is assistance in the development of a better teaching-learning situation." This formulation implies that supervision services cover the entire teaching and learning situation (goals, materials, techniques, methods, teacher, student, and environment) (Sri, 2010, p. 38). Based on the experts' opinions above, the researchers argue that supervision is the improvement and development of teacher performance and revising with teaching, coaching, mentoring, and training of students so that they can develop and can directly increase the effectiveness of the learning process. Supervision is to help develop professional, personal, and social, help school principals adapt educational programs to the conditions of the local community and participate in striving to improve the quality and quantity of graduates (Made, 2009). This implies that supervision/supervision is carried out in the context of improving quality in terms of technique and administration, which aims to move the role according to their respective fields of work.

The supervisor's explanation as an educator is that at least the supervisor has been a teacher in a specific school for a length of 8 years or as a school principal for four years; this consideration is so that the supervisor has had experience as a teacher, has felt the bitterness of the struggle to foster students, know precisely the assumptions to be developed in designing the future of the teacher's professional struggle and will have much practical knowledge about various things about teacher training. Supervisors who have been teachers or school principals have more self-confidence than supervisors who have never served as teachers or principals, and this trust is built on experience. Every educational supervisor must understand and be able to carry out supervision with its main functions and duties regarding monitoring, assessment, research, improvement, and development. In practice, these functions must be carried out simultaneously, consistently, and continuously in a supervision program. At the core of supervision activities are how to integrate these functions into coaching the supervised teacher personally.

Academic supervision is based on cooperation, participation, and collaboration, not coercion, so awareness, development, initiative, and creativity from the non-conformist teacher will arise. So, supervision means giving guidance and coaching and helping teachers optimally increase their creativity and potential. Suppose these supervisory functions are truly mastered and carried out as well as possible by supervisors. In that case, it can be ensured that the smooth running of

educational activities in schools is going well to achieve educational goals optimally. Academic supervision is directed at improving teacher performance related to teaching duties. The teacher's performance is the primary capital for character formation and student achievement, which is reflected in the lesson plans prepared by the teacher through the syllabus, learning process plans, learning presentations, and so on. The coaching service is a supervisor's preventive effort to prevent unnecessary mistakes from being repeated in the future.

The target of academic supervision is supervisory activities aimed at educational and learning situations that properly enable the achievement of learning objectives. That way, the primary goal of educational supervision is the implementation of learning that goes well and implementing educational activities such as classroom management, school management, management of curriculum administration, implementation of guidance, availability of educational and learning support facilities, and implementation of extracurricular activities. The supervisor's ability in the academic field will guarantee that the teacher under his guidance can be assisted in solving problems related to teaching and related matters such as program preparation, syllabus preparation, preparation of Learning Program Plans (RPP), presentation of subject matter, and so on that are related by improving the quality of teachers and improving the quality of students.

The main task and responsibility of the supervisor are to supervise the implementation of education in schools with assignments ranging from formal early childhood education to high school, in addition to improving the quality of learning, guidance, and student learning outcomes must be following educational goals. The supervisor's task is not easy because the supervisor must have the ability, expertise, and professional education. Supervisors as educational staff are required to carry out their duties professionally. Because the criteria for being appointed as a supervisor is having been a teacher for at least eight years, a supervisor must have the criteria required to become a teacher, namely having qualifications, competence, and certification.

b. Teacher Competency

Competence must be owned by a teacher, as stated in RI Law Number 14 of 2005 concerning Teachers and Lecturers mentioned in article 8. The competencies in question are pedagogic, personal, social, and professional competence obtained through the education profession. This is referred to in article 10, paragraph 1 (Redaksi Sinar Grafika, 2011, pp. 16–17). Etymologically, the word competency comes from English competency, which means skill, ability, competence, or authority (John M. Echols dan Hasan Shadily, 1996, p. 132). Meanwhile, in the Big Indonesian Dictionary, *competence* is the authority (power) to determine the quality or ability to master grammar abstractly or mentally (Departemen Pendidikan Nasional RI, 2007, p. 606). Competence or competency has synonyms with proficiency and ability, which have more or less the same meaning as abilities and skills; it is just that the word proficiency is more precisely

understood as a person who has a high level of ability (expertise), while ability is closer to one's talent. (John M. Echols dan Hasan Shadily, 1996, p. 449). That way, competence can be understood as ability, skill, and authority.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Chapter I Article 1 paragraph (10), states that competence is a set of knowledge, skills, and behaviors that must be owned internalized and mastered by teachers or lecturers in carrying out professional tasks (Editor Sinar Graphic, 2011, p. 4). From the various definitions of competence above, it can be concluded that competence is the ability, skill, ability, and authority to achieve specific goals so that it colors cognitive, affective, and psychomotor behavior. Regulation of the Minister of Religion of the Republic of Indonesia Number 16 of 2010 concerning Management of Religious Education in Schools, article 16 paragraph 1 says: "Religious Education Teachers must have pedagogical, personal, social and professional competence."

1) Pedagogic Competence

Pedagogic competence is the teacher's ability to manage student learning (Peraturan Menteri Agama RI No. 16 Tahun 2010, 2021); this competence can be seen from the ability to plan learning programs, the ability to carry out interactions or manage the learning process, and the ability to evaluate learning processes and outcomes. Based on the Republic of Indonesia Government Regulation Number 18 of 2007 concerning Teachers, that pedagogical competence is the teacher's ability to manage student learning which at least includes:

- a) Understanding insight or educational foundation;
- b) Understanding of students;
- c) Curriculum/syllabus development, learning design, teachers plan learning systems that utilize existing resources;
- d) Implementation of educational and dialogic learning;
- e) Utilization of learning technology;
- f) Evaluation of learning outcomes;
- g) Development of students to actualize their various potentials (Mulyasa, 2011, p. 75).

Pedagogic competence includes understanding students, planning and implementing learning activities, evaluating learning outcomes, and developing students to actualize the various potentials that students have. Teachers must be able to optimize the potential of students to actualize their abilities in class, and teachers must also be able to carry out assessment activities on the learning activities that have been carried out.

2) Personality Competence

Learners in learning as a group of immature human beings in the physical and spiritual sense. The teacher's personality dramatically contributes to the success of education, especially in learning activities. The teacher's personality also plays a vital role in shaping the student's personality. This is understandable

because humans are creatures who like to imitate, including imitating the personal teacher in shaping their personality.

3) Social Competence

In the eyes of society and students, teachers are role models who need to be emulated and are role models in their daily lives. Teachers need to have social skills with the community in order to implement an effective learning process. It is said so because by having this ability, the school's relationship with the community will automatically run smoothly so that if there is a need with the parents of students, the teachers will not have any difficulties. These social skills include the teacher's ability to communicate, work together, get along sympathetically, and have a pleasant soul. So it can be concluded that the criteria for social competence include the following:

- a. Act objectively and not discriminate based on gender, religion, race, physical condition, family background, and socioeconomic status.
- b. Communicate effectively, empathetically, and politely with fellow educators, educational staff, parents, and the community.
- c. Adapt in place of duty throughout the territory of the Republic of Indonesia, which has socio-cultural diversity.
- d. Communicating with the professional community and other professions orally and in writing or other forms.

4) Professional Competence

Professional competence is an ability related to teacher tasks. The professional ability of a teacher is essentially the estuary of essential skills and a deep understanding of children as students, learning objects, and conducive situations for learning activities to take place (Muhaimin, 2010, p. 134). Based on this Understanding, it is said that a teacher's work should be a professional job, that is, work that can only be done by those who are specifically prepared for it. From the explanation above, it can be seen that professional competence is an ability that teachers must master. About the Implementation of their main tasks in learning, Islamic Religious Education teachers must master the subject matter broadly and deeply so that the learning process is carried out successfully and usefully.

3. Research methods

This research is classified as a type of qualitative research, namely research that is intended to understand field phenomena with an analysis of what is experienced by research subjects to produce data in the form of written or spoken words from people and observed behavior (Lexi J. Moleong, 2008, p. 6). That way, this research is qualitative. This means that researchers analyze and describe research objectively and in detail to get accurate results. Researchers try to understand the meaning of events and interactions with (supervisors, principals, PAI teachers, and students) in certain situations that reveal actions, ideas, and

efforts that lead to objective conditions, which are the focus of research to find a finding. Scientifically based on the researcher's point of view. This research is to describe factually and systematically the implementation of supervisory duties in increasing the competence of Islamic Religious Education teachers at SMAN in the Gowa Regency. This research was conducted at 12 SMAN in Gowa Regency, South Sulawesi Province, consisting of 22 SMAN-level schools in various sub-districts of Gowa Regency.

Based on data in the field, the total number of PAI teachers in Gowa Regency who are spread across the secondary education level (SMAN) is 61 people. Islamic Religious Education teachers generally need supervisors who regularly guide them toward a better quality of school learning. Among PAI teachers, some do not understand the need help understanding learning tools, some are not fluent in using technology in learning, some do not know how to learn, and there are other deficiencies that PAI teachers have who need guidance from supervisors. This study uses two approaches: the scientific approach and the research approach. Judging from the breadth of scientific areas developed in this study, the approach used is a pedagogic-managerial approach that is meaning behind the phenomenon of supervision based on pedagogical science interventions, including activities to educate and guide teachers and students in carrying out learning and the learning process (Teguh Dasa, 2022, p. 34). In addition, in uncovering and studying the phenomenon of supervision, management functions heavily influence it. One of them is supervising the implementation of academic activities such as designing, implementing, and evaluating learning carried out by educators and students.

The data collection method used in field research, namely researchers, collects data by conducting direct research on the object under study using observation, interviews, and document studies. Data collected in the field is processed by qualitative analysis and combined with library data. This research took place simultaneously with the data collection process through three stages: data reduction, data presentation, and verification (Rachmad, 2001). Test the credibility of the data; is done by matching and comparing data from various sources, both oral sources (interviews), writing (library, documentation), and questionnaires and observations (Noeng, 2000, p. 33). The processing of this research data follows the qualitative data analysis model of Miles, Huberman, and Saldana, which consists of data condensation, data presentation, data verification, and conclusion (Miles, M. B., Huberman, A. M., & Saldaña, 2018).

4. Research Results and Discussion

Supervision activities are a form of supervising implementation to improve the quality of Islamic Religious Education teachers at SMAN in the Gowa Regency. The parts that are the task of the religious supervisor in guiding Islamic Religious Education teachers are:

a. Guiding teachers in preparing lesson plans

A good learning implementation plan is very supportive in processing learning in class. Conversely, a good lesson plan will help the learning process carried out in class. A PAI teacher who uses learning tools as they are, not according to what is found in the curriculum, will experience problems. For example, obstacles in achieving learning goals align with educational goals in general. According to the applicable curriculum, lesson plans must be arranged systematically and coherently. Furthermore, the task of compiling this is guided by his supervisor if there are things the teacher needs help understanding. In connection with the activities of supervisors in supervising lesson plans at schools, especially at SMAN in Gowa Regency, it can be described according to the results of interviews with several informants; namely, Lukman revealed that Islamic Religious Education supervisors who came, guided religious teachers in preparing learning tools, especially for religious teachers who do not understand about preparing lesson plans (Lukman, 2022). This statement was emphasized by Iyang Ebi Novita, who said:

PAI supervisors guide us in making lesson plans. The guidance that supervisors provide can improve our ability to develop lesson plans. Therefore, it would be nice if the intensity of supervisor visits was increased later (Lukman, 2022). This statement was added by Usman, who said that the implementation of supervision in mentoring lesson plans was going well. However, what is important to note is that Islamic Religious Education supervisors should, if there is new information, for example, a change in the method of preparing lesson plans, immediately provide information or provide guidance to PAI teachers. So far, usually, such information will be obtained from other people, put teachers of other religions (Usman, 2022). In this regard, Hikmayanti also revealed that the supervisor of Islamic Religious Education guided lesson plans. When the supervisor comes, he always asks whether the learning tools owned by the religious teacher are complete. If something needs to be completed or needs to know how to prepare it, the supervisor immediately provides guidance and motivation to the PAI teacher (Usman, 2022). This statement was also emphasized by Iyang Ebi Novita, who said:

Thank God the supervisors who supervise us here are diligent in checking the equipment used when teaching in the form of lesson plans. At this school, in a week, the supervisor never misses a visit and often asks about it. If there is a problem, the supervisor immediately acts to improve the learning tools that the PAI teacher has (Iyang, 2022). Implementing the PAI supervisor's duties in guiding the preparation of learning materials for Islamic Religious Education teachers at SMAN in the Gowa Regency was considered reasonable because the supervisors paid attention to the completeness of the Learning Implementation Plan (RPP) for PAI teachers. If teachers cannot make lesson plans, the supervisor will directly guide them so that the lacking Islamic education teachers can do so. In this way,

the competence of PAI teachers is increasing. This kind of supervision implementation can continue to run continuously and improve further.

b. Guiding teachers in carrying out learning (directing in the selection of strategies, methods, techniques, and media)

The learning process is an urgent activity among a series of educational activities by teachers, especially Islamic Religious Education teachers. The learning process that experiences failure will significantly impact the failure of learning outcomes. Learning conducted by Islamic Religious Education teachers must be managed professionally. The point is that learning management does not just teach; several things need to be considered so that learning can be maximally successful in achieving goals. Appropriate strategies, methods, techniques, and media in learning must be considered when using discussion, lecture, CTL, drama, and demonstration methods. Learning that only uses the lecture method regardless of the form of the material is a sign of failure in teaching. In contrast, failure in learning means failure in transferring knowledge and a positive attitude to students. Failure to transfer knowledge and a positive attitude will undoubtedly produce low-quality output. Whatever it is, if it is not of good quality, it cannot be utilized optimally.

In this regard, Anwar Mannan said that religious supervisors' guidance in selecting teaching methods and techniques was lacking. Much religious teacher knowledge of methods or techniques was obtained during the Subject Teacher Consultation (MGMP) held by the religious teacher group at SMAN Gowa (Anwar, 2022). This statement is reinforced by the author's interview with Nurhayati, who said:

"The Supervisor of Islamic Religious Education is diligent in coming, but at most only inspects the learning materials. After that, come to class and see the religious teacher teaching. Very rarely guide in terms of methods that need to be applied in teaching. Teaching methods are sometimes obtained when shared by fellow religious teachers or taught by friends in the MGMP. Nevertheless, what is most often obtained is when meeting friends in certain places (Anwar, 2022)".

In this regard, Usman also said:

Supervisors of Islamic Religious Education who visit schools sometimes explain methods, but this still needs to be improved. Much knowledge about various methods was obtained from studying with religious teacher friends (Usman, 2022).

Lukman said that in addition to guiding in terms of preparing learning tools, the supervisor of Islamic Religious Education also improved teaching procedures. Supervisors guide selecting teaching methods and techniques that must be applied (Lukman, 2022).

When asked about media selection, information and informants varied, as Rohani said. Spiritual says:

Every week I go around the school looking for my target teachers, teaching them how to use suitable media. If some need to be more creative in making media,

I will guide them to find the right media for certain sub-discussions (Rohani, 2022).

Related to this, Hikmayanti said that:

Supervisors of Islamic Religious Education often guide the preparation of learning media in schools. This guidance is meaningful in learning because it is understood how to use media following the material being taught (Hikmayanti, 2022).

In contrast to what was revealed by Jumratul Wusthoa, the supervisor of Islamic Religious Education, while I was at this school never came to supervise, let alone ask about learning materials, and media guidance was never carried out. This guidance is highly expected because it makes it easier to carry out learning. So far, the media he has used is the result of his efforts to search the internet (Jumratul, 2022). Looking at the results of the interviews that the authors obtained from some of these informants, the guidance provided by the supervisors in selecting methods, techniques, and media has gone quite well. It is just that the intensity of guidance that could be more satisfactory needs to be considered by supervisors later. If these deficiencies can be corrected or perfected, then, of course, it will also create a good quality PAI teacher.

5. Conclusion

The implementation of Islamic Religious Education supervision at SMAN in Gowa Regency can be seen that the Islamic Religious Education supervisor has carried out assessments and coaching in order to improve the quality of Islamic Religious Education teachers both in terms of developing material, using learning methods, selecting relevant media, evaluating and in creating conditions active and creative learning. After the supervisor provides guidance and assessment, proceed with more intensive coaching if something is considered lacking. Supporting factors and inhibiting factors in the implementation of supervisory duties. Supporting factors, namely certification, facilities, and academic qualifications. At the same time, the inhibiting factors are competence, limited time, and area. Description of the competence of PAI teachers as a result of carrying out the duties of supervisors of PAI teachers at SMAN in the Gowa Regency. In fostering Islamic Religious Education teachers, PAI teachers, in general, are increasing. Increased ability to compile learning tools, process, and evaluate thanks to the guidance of Islamic Religious Education supervisors.

The supervisor guides direct and gives examples so that the competence of the PAI teachers increases. Likewise, the guidance provided by supervisors in selecting and using methods, strategies, techniques, and media is getting better, and the personality of PAI teachers is getting more dynamic. The intensity of Islamic Religious Education supervisors guiding Islamic Religious Education teachers in schools is considered minimal for some of the schools they assist. Considered minimal because, in general, the supervisor's arrival gives guidance only once a semester. Even worse than that, some PAI teachers have never met their supervisors for one semester, some for more than two semesters, and

supervisors, especially PAI supervisors, have never touched even four schools. However, the authors conclude that supervisors are still needed in schools, at least to function as shock therapy so that teachers are more active in carrying out their duties and responsibilities as the spearhead of the educational process.

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