

## **Supervision Model of Supervisors of Islamic Religious Education in Improving The Personal and Social Competence of PAI Teachers in Wadaslitang District**

Salis Irvan Fuadi<sup>1</sup>, Robingun Suyud El Syam,<sup>1</sup> Anggitiyas Sekarinasih<sup>2</sup>, Hendri Purbo Waseso<sup>2</sup>

Email:irvan@unsiq.ac.id, robyelsyam@unsiq.ac.id

<sup>1</sup> Universitas Sains Al-Qur'an (Unsiq) Wonosobo

<sup>2</sup> UIN Prof. K.H. Saifuddin Zuhri Purwokerto

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### ABSTRACT

This study seeks to reveal how the implementation of the PAI supervisory supervision model in improving the personality and social competence of PAI teachers in the Wadaslitang District. This research is a qualitative type, using a descriptive explanatory case study strategy. The subjects used samples with several data sources from school principals, PAI supervisors and PAI teachers in Wadaslitang District, and structured interview data collection techniques, questionnaires or questionnaires, and documentation. After being analyzed, it was written that in choosing the model for the PAI supervisor in the Wadaslitang sub-district, they did not use certain analytical techniques, they simply chose the preferred model and adjusted it to the conditions of the teacher where the PAI teacher was in the Wadaslitang sub-district. Seeing the habits of PAI teachers in the Wadaslitang sub-district who are compact and considerate of the conditions of other people, especially fellow teachers, so that supervisors use artistic models. According to the artistic approach, the supervisor knows about learning and is experienced as a teacher so that the person concerned gives meaning to ongoing learning without deviating from it. Supervisor approach with several steps: (1) Does not provide information about the learning to be observed. (2) Observing teachers who are teaching; (3) Observations that are carried out thoroughly from the beginning to the end of learning; (4) Provide a formal interpretation of the results of observations; (5) Submission of teaching interpretation results to teachers

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both in writing and orally. Evaluation, by reflecting between the teacher and students.

## Introduction

Education is all efforts in order to improve human quality to face the modern era which requires challenges. Therefore education is something that is very fundamental for every individual, especially entering an era of competition that is getting tougher, sharper and tougher. Functionally, education is basically aimed at preparing people to face the future in order to live more prosperously, both individually and collectively as citizens of society, nation and between nations. For adherents of religions, including Islam, the future includes life in the world and views of life in the hereafter (afterlife).<sup>1</sup>

According to Nurkholis Madjid, the failure of Islamic Religious Education was due to the fact that PAI learning focused more on formal and rote matters, not on its meaning.<sup>2</sup> The reality of the learning process seems to be struggling to meet the achievement targets of the packaged curriculum, in fact an urgent religious atmosphere is created.

The current problem of PAI is concerned with several aspects: first, curriculum development is influenced by political factors rather than philosophical-pedagogical thinking. Second, the development of the PAI curriculum is still partial. The three PAI curricula are more oriented towards achieving material targets (material oriented) than on basic abilities in carrying out actions and solving students' religious problems. The four PAI learnings are more inclined to develop cognitive aspects, so they cannot develop students' personalities in an integrative manner, even PAI is more likely to function as schooling (schooling), while as a function of value education and Islamic guidance it is less than optimal.<sup>3</sup>

In general, the factors that affect the low quality of education in Indonesia include issues of effectiveness, efficiency and standardization of teaching. There are still many teachers in Indonesia who do not have adequate professionalism in carrying out their duties as teachers.<sup>4</sup> Therefore, teachers do not just transfer

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<sup>1</sup> Umaidi, *Manajemen Mutu Berbasis Sekolah/madrasah (MMBS/M)*, (http.: CEQM. 2004) hlm. 1.

<sup>2</sup> Abdul Majid & Dian Andayani, *Pendidikan Agama Islam Berbasis Kompetensi*, (Bandung : Rosda Karya, 2005), hlm. 165

<sup>3</sup> Tasman Hamami, *Pemikiran Pendidikan Islam*, dalam ringkasan Disertasi Program Pasca Sarjana UIN Yogyakarta, 2006. hlm. 1

<sup>4</sup> <http://www.antonioguterres.com/2015/12/kualitas-pendidikan-di-indonesia.html?m=1>

knowledge, but foster students' attitudes and skills. The PAI teacher is in fact very decisive in fostering student attitudes, therefore he must increase the portion of strengthening faith and noble character.

Besides teaching and equipping students with knowledge, the teacher prepares them to be independent and empowers students' talents in various fields, disciplines their morals, guides their passions and instills virtue in their souls. Teachers must show a spirit of brotherhood to students and guide them on the path of truth so that they do not commit acts that deviate from religious teachings. In a simple sense, the teacher is a person who imparts knowledge to students.

When everyone questions the world of education, teacher figures must be involved in the discussion agenda, especially those concerning issues of formal education in schools. The role of the teacher is double, besides being a teacher as well as an educator. In order to develop their dual tasks or roles, it is recommended that teachers have personality requirements as teachers, namely: Likes to work hard, democratic, compassionate, respects the personality of students, patient, has knowledge, experience and diverse skills, is pleasant and has good ethics, is fair and respects participants educated, sufficient in teaching, able to lead well.<sup>5</sup>

Therefore the principal must think of a program to increase the professionalism of teaching teachers by involving all related elements. Improvement is focused on efforts to realize work programs that match the education and teaching needs of elementary school teachers. Efforts to increase the professionalism of PAI teachers can be guided by supervisors, in this case the Supervisor of PAI teachers. The existence of supervisors is very important for the growth and progress of schools, especially in the context of guiding teachers towards achieving an increase in the quality of Islamic education subject teachers' learning.

## Method

This research is a research that belongs to the type of qualitative research, which is a process of inquiry to understand a problem based on creating holistic images formed by words and trying to understand and interpret the meaning of a text in a scientific setting. The research will be conducted using a descriptive explanatory case study strategy.<sup>6</sup> The type of case study was chosen in this study because of its nature which conveys the fullness and depth of the subjects studied, making it possible for the researcher to maintain the holistic and meaningful

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<sup>5</sup> Ahmad Rohani dan A.Abu Ahmadi, *Pengelolaan Pengajaran*, (Jakarta: Rineka Cipta,1996), hlm. 110.

<sup>6</sup> Robert K. Yin, *Studi Kasus: Desain dan Metode*, terj. Dj'auzi Mudzakir, (Jakarta: Raja Grafindo Perkasa, 2002), hlm. 1-6.

characteristics of the real life events observed in the research setting. In this method of determining subjects, the authors used samples that would become data sources, namely several school principals, PAI supervisors and PAI teachers in Wadaslintang District. Structure interview data collection techniques, questionnaires or questionnaires, and documentation.

## Discussion

### 1. Supervisor supervision model

There are several models that can be used by an educational supervisor in the context of supervising his/her institution. This variety can be an alternative for supervisors, of course adapted to the situation and conditions in the field. The models offered includ:<sup>7</sup>

a. Conventional Model

The model is a form of reflection of the situation of a society at a certain time. Supervision action by carrying out inspections in order to look for gaps in deficiencies and errors. This action is synonymous with the term spying (snooper vision). Finding faults in supervision is certainly contrary to the goals and principles of supervision itself. The impact of supervised parties sometimes becomes indifferent and aggressive. This kind of practice seems very dishonorable, unfortunately this incident can still be found.

b. Scientific Supervision Model

This type of supervision has the following characteristics: (1) the implementation is planned and continuous, (2) using certain and systematic procedures and techniques, (3) data collection instruments are used, (4) obtaining objective data from real conditions.

c. Clinical Supervision Model

This supervision is focused on improving teaching through a systematic cycle of planning, observation and intensive and careful analysis of real teaching practices, intending to make changes in a rational way. Clinical supervision helps teachers close the gap between real teaching behavior and ideal teaching behavior.

d. Artistic Supervision Model

There are a number of characteristics of the approach in the supervision of learning namely:

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<sup>7</sup> Piet Sahertian, *Konsep Dasar dan Teknik Supervisi Akademik*, (Jakarta:Rineka Cipta, 2002), hlm.

- a. Pay attention to the expressive character of the learning events that occur. The artistic approach does not simplify the broad and complex events that interpret reality correctly;
- b. Requires art experts in education, who can see something subtle (subtle, soft, and need to reach it with feeling) in learning;
- c. Appreciate each of the unique contributions of supervised teachers to student development. The criticism given by the supervisor is like art criticism, music criticism and film criticism and not negative criticism;
- d. Paying attention to class life as a whole because of his great concern for class life as a whole (as a result of the intervention of things that may come from outside the classroom or even outside the school), observations are made in a long process. The length of the observation process is what makes it possible to place events from the intervention of things that may come from outside the classroom or even outside the school), observations are carried out in a fairly long process. It is this long observation process that makes it possible to place learning events in their actual context;
- e. Requires a good and pleasant relationship between the supervisor and the teacher. Through this kind of relationship a dialogic and intimate atmosphere will be created between supervisors and teachers. Through this kind of relationship a dialogic and intimate atmosphere will be created.
- f. Requires the ability to use language that can transfer the potential of teachers. This mastery is necessary because potential teachers sometimes have difficulty expressing their potential. these difficulties can be caused by internal things that come from themselves, or the nature of these potentials that are difficult to express and can even be caused by the limited ability of language for expression, and the medium of expression;
- g. Requires the ability to describe and interpret every learning event that occurs. This is because anything that is significant in education cannot be determined simply through statistical tests. Statistical tests cannot capture values and meanings, but can only relate to things that are probable or probable;
- h. Accept the fact that the supervisor, with all its strengths and weaknesses, sensitivity and experience, is the main instrument. means, he is the one who gives meaning to all the observed learning events.

## 2. PAI Supervisor

Supervisors of Islamic Religious Education in schools assigned by Permenag Number 2 of 2012 are civil servant teachers who are appointed with the task of fostering Islamic religious education whose duties, responsibilities and authorities are to supervise the implementation of Islamic religious education in schools. Supervision in this context includes preparing programs, implementing training, monitoring, supervising and evaluating, and compiling reports, as well as taking the necessary follow-up steps

Referring to the Regulation of the Minister of Religion of the Republic of Indonesia No. 2 of 2012 concerning Supervisors for Madrasas and Supervisors for Islamic Religious Education in Schools in Article 2 paragraph (2) that PAI supervisors are responsible for improving the quality of planning, processes and results of education and / or learning of Islamic Religious Education at the Kindergarten, SD / SDLB level, SMP/SMPLB, SMA/SMALB, and/or SMK.

Considering that the role of PAI supervisors in improving the quality of Islamic Religious Education is so important, it is important to have Islamic Religious Advisors who can be used as resource persons by supervisors and authorized officials within the Ministry of Religion.<sup>8</sup>

From some of the definitions above, it can be concluded that the so-called Examiners of Islamic Religious Education (PPAI) are civil servants of the Ministry of Religion who are entrusted with duties, responsibilities and full authority to introduce Islamic religious education to the public. schools and organizes education in madrasas through technical assessment and learning, education and management in the divisions of preschool education, primary and secondary education.<sup>9</sup>

Supervision is an activity that helps to improve and improve the management of Islamic religious education in schools and madrasas in order to create the best teaching and learning conditions. Superintendent of Education for Kindergarten, Elementary School, Special School and Superintendent of Islamic Religious Education for Junior High School, High School/K. Whereas RA, MI and MD Awaliyah schools were supervised by school supervisors for RA, MI, MD Awaliyah religious education subjects.<sup>10</sup>

From these objectives it is clear that the supervisor of Islamic religious education carries out the duties and mandates of two different institutions,

<sup>8</sup> Direktorat Pendidikan Agama Islam Direktorat Jenderal Pendidikan Islam Kementerian Agama RI Tahun 2012, *Pedoman Pengawas Pendidikan Agama Islam Pada Sekolah*, hlm. 1.

<sup>9</sup> Departemen Agama RI. *Profesionalisme Pelaksanaan Pengawas Pendidais* (Jakarta, 2003) hlm. 5

<sup>10</sup> Departemen Agama RI, *Petunjuk Teknis Pelaksanaan Jabatan Fungsional Pengawas Pendidikan Agama Islam dan Angka Kreditnya*. hlm. 6-7



namely helping to achieve the goals of Islamic religious education in public schools and management of education in Madrasa.<sup>11</sup>

There are several core competencies that must be owned by a teacher. Two of them raised in this thesis are personality competence and social competence.<sup>12</sup> Personality competence is the ability of a teacher to: (1) Act in accordance with Indonesian religious, legal, social and national cultural norms; (2) Act in accordance with the norms of religion, law, social and national culture of Indonesia; (3) Show yourself as a stable, stable, mature, wise, and authoritative person; (4) Demonstrating work ethic, high responsibility, pride in being a teacher, and self-confidence; (5) Upholding the code of ethics of the teaching profession.

### **3. Personality Competence and Social Competence of PAI Teachers**

#### **a. Personality Competence**

According to Law Number 14 of 2005 Concerning Teachers and Lecturers, article 1 sub 10, competence is a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional tasks.<sup>13</sup>

Meanwhile, personality is a dynamic structure within an individual consisting of psycho-physical systems that determine the unique adjustment of the individual to his environment. Muhammad Uthman Najati argues that "personality is a dynamic organization of physical and psychological care in individuals that shape their unique character in their adjustment to their environment."<sup>14</sup>

Personal competence has a major impact on the personal growth and development of students. Personality competence has a key role in shaping a child's personality, for the purpose of developing human resources (HR) and for the welfare of society as a whole.<sup>15</sup>

The teacher must be of high moral character, for he is an adviser to students, even parents, even if they have no special training as counselors and in some cases cannot expect to give good advice. In order for the teacher to realize his role as a confidant and adviser in more depth, he must

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<sup>11</sup> Lampiran Permenag Nomor 2 Tahun 2012

<sup>12</sup> Salinan Lampiran Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 Tanggal 4 Mei 2007 Standar Kualifikasi Akademik Dan Kompetensi Guru

<sup>13</sup> Departemen Pendidikan Nasional RI, Peraturan Pemerintah Republik Indonesia No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan, (Jakarta: Depdiknas, 2005), hlm. 24

<sup>14</sup> Muhammad Utsman Najati, *Psikologi Dalam Al-Quran; Terapi Qurani dalam Penyembuhan Gangguan Jiwa*, (Jakarta: Pustaka Setia, 2005), hlm. 240

<sup>15</sup> E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: Remaja Rosdakarya: 2013), hlm. 117

understand the psychology of personality and the science of mental health, and have a noble character. Among living things on this earth, humans are unique creatures, and their characteristics also develop in a unique way. With noble character, the teacher under any circumstances must have self-confidence that is consistent and unshakable. The personality competence of a teacher is based on noble character, and this cannot be achieved through natural growth. It takes real effort, hard work and intention to worship in order to get better.<sup>16</sup>

A teacher must also associate with good morals, such as showing a radiant face, saying and spreading greetings a lot, giving food, suppressing feelings of anger in the soul, not hurting others, being patient in accepting trials from others, putting others first but not asking to be bullied. put it first, help but don't ask for help, always be grateful for all the pleasures that God has given, the calm and steady demeanor of someone who understands and meets the needs of others is highly respected. They are willing to risk their position to help others, and they have deep compassion for those in need.<sup>17</sup>

According to Peltz (2007) as quoted by Jejen Musfah, "teaching skills is hard work; it requires great patience, tenacity and sensitivity. We need awareness that how difficult it is to change behavior." The difficulty of changing behavior and teaching skills must be understood not only by teachers and principals, but also by parents of students. Thus, it is hoped that more people will work together to teach and educate students.<sup>18</sup>

Why should a teacher be a person of noble character or good character? Because one of the most important tasks of a teacher is to strengthen the positive power that students have in order to achieve a balanced/harmonious human level (*al-adalat*) so that their actions reach the level of divine actions (*af' al ilahiyyat*).<sup>19</sup>

In order to carry out their duties properly, professionally and responsibly, teachers must have a solid, stable and mature personality. unprofessional, dishonorable, even indecent actions that damage the image and dignity of the teacher. We often hear about various cases caused by the teacher's personality being unstable, unstable and immature in electronic news or in various magazines and newspapers.

<sup>16</sup> E Mulyasa, *Standar ...*, hlm. 129-130

<sup>17</sup> Jamal Ma'mur Asmuni, *Tips Menjadi Guru Kreatif, Inspiratif dan Inovatif*, hlm. 36.

<sup>18</sup> Jejen Musfah, *Peningkatan Kompetensi Guru*, (Jakarta: Kharisma Putra Utama, 2011). hlm.

<sup>19</sup> *ibid*



The teacher's rigorous tests on personality are often the stimulus that provokes their emotions. Emotional stability is necessary, but it is recognized that not everyone can tolerate the emotions in the face of violent stimuli, and that everyone has a different temperament than others. For this purpose, efforts in the form of mental training will be very useful. Teachers who are easily angry will make students afraid, and fear results in a lack of interest in participating in learning and low concentration, because fear creates anxiety about being scolded and this diverts the concentration of students.<sup>20</sup>

In education, disciplining students must begin with a teacher who is disciplined, wise and authoritative. We cannot expect much to form disciplined students from teachers who are less disciplined, less wise, and less authoritative. Therefore, now is the time for us to discipline students with the attitude of a disciplined, wise and authoritative teacher.<sup>21</sup>

The teacher must also be an individual who has an emotionally stable personality so that he is able to guide students effectively. This presupposes that the teacher must at least have sufficient emotional intelligence. The skills and abilities possessed both pedagogically and scientifically are not enough if they are not accompanied by the emotional stability of the teacher.<sup>22</sup>

#### **b. Social Competence**

In the National Education Standards, the elucidation of Article 28 paragraph 3 point (d) states that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents of students, and the surrounding community. . Social competence is the ability of teachers as part of society, which at least has the competence to<sup>23</sup> (1) Communicating orally, in writing and in gestures; (2) Using communication and information technology functionally; (3) Associating effectively with students, fellow educators, educational staff, parents/guardians of students; and (4) Get along politely with the local community.

Social Competence as referred to in paragraph (1) includes: (1) Inclusive attitude, acting objectively, and non-discriminatory based on

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<sup>20</sup> E. Mulyasa, *Standar...*, hlm. 121

<sup>21</sup> *Ibid*, hlm. 122

<sup>22</sup> Marselus R. Payong, *Sertifikasi Profesi Guru*, hlm. 54

<sup>23</sup> E. Mulyasa, *Standar Kompetensi & Sertifikasi Guru*, (Bandung: Remaja Rosda Karya, 2007), hlm. 173.

gender, religion, race, physical condition, family background, and socioeconomic status; (2) Adaptive attitude to the socio-cultural environment where they work; (3) Communicative attitude with the teacher community, school members and community members; (4) Social competence is related to the teacher's ability as a social being in interacting with other people. As social beings, teachers behave politely, can communicate and interact effectively and interestingly with their environment, and empathize with others. The teacher's ability to communicate and interact effectively and interestingly with students, educators and other teachers, parents and parents, the school community, educators' homes, and with stakeholders in the school.

With the social competence that is owned and expected by the PAI teacher to be able to overcome the problems experienced by students, namely the lack of good character formation for students, by looking at the indicators of teacher social competence, namely: (1) The teacher as an educator should always make himself a role model for children his students; (2) In carrying out the task must be imbued with compassion, (3) Fair and grow it with full responsibility; (4) The teacher must uphold the dignity of each student; (5) Teachers should not give additional lessons to their own students by charging a fee.

#### **4. Implementation of the Supervision Model by PAI Supervisors in Wadaslintang District**

In carrying out supervision, school supervisors must understand supervision models as a provision of knowledge and skills to carry out their supervisory duties. In the practice of educational supervision implemented by supervisors (school supervisors) in carrying out their duties. Each supervision model has its characteristics, therefore the use of the supervision model in carrying out supervisory duties must be in accordance with the targets to be supervised (compatible) so that supervision can take place effectively and efficiently and some are not in accordance with the target conditions (incompatible). ) so that the implementation of supervision is not running as expected. Thus, the skill of choosing a supervision model is very important for supervisors so that supervision activities can run as expected.

The supervision process by PAI supervisors at Wadaslintang is carried out in order to see teacher competence. In detail, the teacher's personality competencies can be described as follows:

- a. Great, Stable and Mature

Mantab means fixed; strong; strong. A steady personality means having an unshakable personality in order to carry out their duties properly, professionally and responsibly. Stable means steady; sturdy; don't falter. Therefore, a stable personality is a strong personality. The adults were linguistically fit for age, but smart; teenager. Has a stable and stable personality, the indicator acts according to legal and social norms. Has a mature personality with characteristics, displays independence in acting as an educator who has a work ethic. can carry out their duties properly, professionally and can be accounted for, the teacher must have a solid, stable and mature personality.

b. Wise and Authoritative

Arif can mean wise; dodgy; smart; knowledgeable; know. He has a wise personality, reflected in behavior that benefits students, schools and society, and is open to thoughts and behavior. Teachers are not only human learners, but also wise, obedient people who can influence the minds of the younger generation.

Teachers should not be arrogant with their knowledge, because they feel the most knowledgeable and competent compared to other teachers. As a result, he despised and despised his friends. In his word Allah warns those who behave arrogantly.

*So Joseph started (checking) their sacks before (checking) his own brother's sack, then he took out the king's cup from his brother's sack. Thus We arranged for (to achieve the purpose of) Yusuf. It is not right for Joseph to punish his brother according to the king's law, unless Allah wills. We exalt those whom We will; and above every person who has knowledge there is more the All-Knowing (QS. Yusuf: 76)*

In education, disciplined students must come from individual teachers who are disciplined, wise, and authoritative. In this case, you need to show discipline to help students find themselves, overcome them, avoid disciplinary problems and try to create a comfortable situation for learning activities to follow all the established rules.

Authoritative means having the authority to (respect and obey). The performance of educators becomes more effective when it is supported by the emergence of the quality of authority. In general, one authority can be sought after, trusted, respected, and evaluated by others.

c. Be a role Model

A teacher is a role model for a student and anyone who considers him a teacher. The teacher's personality plays a very important role in shaping the personality of students. This is understandable because

humans are creatures who like to imitate, including imitating the teacher's character, including imitating the teacher's character. In theory, being a role model means taking responsibility for being a role model, because being a role model is an important part of being a teacher.

Modeling is the nature of learning activities, and when a teacher does not want to accept or use it constructively, it reduces the effectiveness of learning. As an example, of course personal and what the teacher does will get the attention of students and people around their environment who consider or recognize them as teachers.

d. Be Noble

This national education guideline is only possible if the teacher has a noble personality. The teacher reflects all students, so that students are formed by the teacher to become students who have noble personalities. Quality national education makes students believe in God Almighty, pious, have noble character, become citizens who are healthy, knowledgeable, capable, creative, independent, democratic and responsible. The essence of learning is a change in behavior, and the teacher can change the behavior of students when he becomes a good person. Teachers must be good because the nature of education is a change in behavior. Education means the process of freeing students from incompetence, dishonesty, dishonesty, and from bad hearts, bad morals, and bad intentions.

Why do teachers have to have noble character or good personality? One of the teacher's most basic tasks is to strengthen the positive power of students to achieve a balanced human level. or harmonious (*al-adalat*) so that his actions reach the level of divine action (*af'al Divineyat*). The competence of the teacher's personality which is based on noble character, of course, does not grow by itself, but requires mujahadah ijtihad, namely earnest effort, hard work, tirelessly with the intention of worship, of course.

e. Evaluate Own Performance

Experience is the best teacher, so in the saying that teaching experience is a teacher's big capital to improve teaching in the classroom. Classroom experiences provide insights for teachers to understand the character of children, and how best to deal with these doubts.

Experience can be useful for teachers if the teacher always evaluates at the end of each lesson. The purpose of self-assessment is to improve the learning process in the future. Teachers can determine the quality of their

learning, both inside and outside the classroom, based on students' reactions and feedback during and after learning. Teachers can use this feedback as a resource for assessing performance. Teachers readily accept suggestions from education personnel, including principals, peers and students.

f. Self-Development

One of the characteristics that teachers must have is gifted students and independent or active learners. A small example is her goal to read and practice skills that can support her teaching career. Progress and growth can only be achieved when teachers are able to supervise independent learners using appropriate learning environments in and around schools.

In choosing the model for the Islamic Religious Education supervisor in the Wadaslintang sub-district, they did not use a specific analysis technique, simply the supervisor chose the model that they liked and adjusted it to the conditions of the teacher where the PAI teachers in the Wadaslintang sub-district were friendly and had high kinship. This can be seen from the habits of PAI teachers in the Wadaslintang sub-district who are compact and considerate of the conditions of other people, especially fellow teachers, so that supervisors use artistic models.

A supervisor who applies an artistic approach in supervising learning is likened to a music and/or art coach dealing with those who are studying or preparing for art displays or a performance. Thus it can be compared that only those who know art matters can train.

According to the artistic approach, the supervisor must know about learning and have experience in being a teacher so that when he gives meaning to ongoing learning he does not deviate.<sup>24</sup> This is in accordance with the condition of the Wadaslintang sub-district PAI supervisor who departed from a PAI teacher before he became a supervisor. He has experienced as a PAI teacher for 30 years. This means that he has enough experience.

In applying this approach the supervisor takes the following steps:<sup>25</sup>

- a. When going to school the supervisor should not have any pretense about the learning that will be observed. So that when you go out into the field, you can gather as much information as possible. The PAI supervisors in

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<sup>24</sup> Ali Imron, *Supervisi Pembelajaran Tingkat Satuan Pendidikan*, (Jakarta: Bumi Aksara, 2011), hlm. 55

<sup>25</sup> *Ibid*, hlm. 56

the Wadaslintang sub-district before carrying out the supervision did not know the condition of the school or the teachers and came to school without carrying supervision instruments and did not gather information about the teachers who were to be observed

- b. Make observations of teachers who are teaching. Observations should be carried out carefully, thoroughly and repeatedly. In this observation a supervisor should not fixate on things that happen in class. He must have the courage to see the interrelationships of class and school life as well as those in the class and school. Even with matters relating to the lives of teachers, students and related to it. In observing the supervisor must be able to understand learning according to the context. what happens in learning is captured by the meaning contained in it. Thus, the supervisor does not only capture the external aspects but also captures the spirit of learning.
- c. Observations made by the Wadaslintang PAI supervisor have been carried out thoroughly from the beginning to the end of the lesson. However, this cannot be done repeatedly for the same teacher due to limited supervisors in Wonosobo district, where one supervisor must supervise three sub-districts. Thus observations are made only twice in one semester on different learning materials. After making observations the supervisor gathers information about students, teachers and schools.
- d. The supervisor provides an interpretation of the results of formal observations. in this evaluation the supervisor arranges the results of his interpretation in the form of a narrative this does not have to be in written form. The most important thing is to be able to describe teacher learning according to its equity. In this case the PAI supervisor in the Wadaslintang sub-district provides an interpretation in the form of narrative in oral form to the teacher concerned.
- e. Submission of teaching interpretation results to teachers both in writing and orally. Simultaneously with this the supervisor gives criticism in the style of art criticism to the teacher. The point of teaching criticism is not to call the teacher but rather as a reflection on the results of observations that the learning is being done. At the advanced stage, the supervisor discusses with the teacher expressing their respective visions for the learning that takes place.

After submitting the results of the interpretation, the PAI supervisor of the Wadaslintang sub-district invited the PAI teacher to discuss learning



constraints and efforts to find solutions from these discussions would be able to improve learning activities.

### **Conclusion**

Choosing the model for the supervisor of PAI in the Wadaslintang sub-district does not use a particular analysis technique, just simply choosing the model that is preferred and adjusting it to the conditions of the teacher where the PAI teacher is in the Wadaslintang sub-district. Seeing the habits of PAI teachers in the Wadaslintang sub-district who are compact and considerate of the conditions of other people, especially fellow teachers, so that supervisors use artistic models. According to the artistic approach, the supervisor knows about learning and is experienced as a teacher so that the person concerned gives meaning to ongoing learning without deviating from it. Supervisor approach with several steps: (1) Does not provide information about the learning to be observed. (2) Observing teachers who are teaching; (3) Observations that are carried out thoroughly from the beginning to the end of learning; (4) Provide a formal interpretation of the results of observations; (5) Submission of teaching interpretation results to teachers both in writing and orally.

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