

# Supervisors Professionalism Implementation in Improving The Creativity of Islamic Religious Education Teachers: Study of Middle School Learning Management in Sumedang Regency

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## ARTICLE INFO

## ABSTRACT

Received: 08-01-2022

Revision: 13-01-2022

Received : 19-01-2022

### Keywords:

Management;  
supervision  
management; teacher  
creativity; learning  
quality

This research is based on the non-optimal professionalism of supervisors, which in turn has an impact (outcome) on the quality of learning output(output)in the form of increased creativity of teachers who overall the relationship between these components forms a system. The main problem of this research is how the implementation of supervision of the creativity of Islamic Education teachers in improving the quality of learning, both from planning, implementation, evaluation, follow-up. This study aims to find out the picture related to the implementation of supervision on planning, implementation, evaluation and follow-up in increasing the creativity of Teachers of Islamic Religious Education Junior High School in Sumedang Regency. This research uses a qualitative approach using descriptive analysis. Data collection techniques are carried out through observation, interviews and documentation studies. Data analysis is done through data reduction, organizing and grouping, examination, interpretation, and verification. The data analysis is further described according to the problem and the purpose of the research. The results showed that the planning of supervisory coaching of Islamic Religious Education teachers was developed based on the results of supervision in the previous year and contained coaching priorities with their achievement targets in the short, medium-term, and long term.

## Introduction

Facing the demands of improving education quality, an essential component that should not be ignored is the teacher. Teachers are required to have competence and professionalism in carrying out their duties and responsibilities. The competence and professionalism of these teachers can be carried out well, one of which is supported by the guidance carried out by education supervisors through educational supervision

programs to provide services and assistance in improving the quality of teachers, which will impact improving quality of student learning (Alwi, 2001).

Mudawali, & Mudzofir's research (2017), was published in the journal "Semanticscholar" untitled to "Relationship between instructional supervision and professional development: Perceptions of secondary school teachers and madrasah tsanawiyah (Islamic secondary school) teachers in Lhokseumawe, Aceh, Indonesia".

How To Cite: Sukarelawan, A. G., et. al., (2022) Supervisors Professionalism Implementation in Improving The Creativity of Islamic Religious Education Teachers: Study of Middle School Learning Management in Sumedang Regency. *Journal of Social Science*. 3(1). <https://doi.org/10.46799/jss.v3i1.290>

E-Issn: 2721-5202

Published By: Ridwan Institut

This shows significant differences in teacher perceptions of the implementation of supervision among schools in Indonesia. There are significant differences in actual and ideal supervision practices perceived by the teachers. However, there is no significant relationship between the implementation of supervision and teacher professional development.

Based on those research results, supervision is considered a priority in developing teacher professionalism, so principals and supervisors must prepare for its implementation in planning and sustainability. It is recommended for a larger sample and broader coverage for further research to provide more generalizable results.

In addition, another study was conducted by (Esia-Donkoh & Ofosu-Dwamena, 2014). "Effects Of Educational Supervision On Professional Development: Perception Of Public Basic School Teachers At Winneba, Ghana". Finding that in general, "most teachers perceive educational supervision as having a positive impact on their professional development concerning experiential development; curriculum, teaching methods and materials; classroom management; student characteristics; and assessment. They also perceive educational supervision as helping to identify the needs of teachers and hence, need to plan professional development activities.

Therefore, professional development activities that education supervisors should have are intensive and adequate to enable teachers to explore and develop their potential and overcome their weaknesses. In addition, education supervisors should not be interested in finding fault with teachers but, more importantly, in dialogue with teachers to identify their strengths and weaknesses to improve their knowledge, skills and professional experience.

One of the studies related to teacher creativity was studied by (Cayirdag, 2017) published in the journal "Kuram Ve Uygulamada Eğitim Bilimleri Educational Sciences: Theory & Practice" with the title "Creativity Fostering Teaching: Impact of Creative Self-efficacy and Teacher Efficacy", which revealed the relationship between two factors related to teachers, (i.e., creative self-efficacy and teacher efficacy), and teacher

creativity in fostering behaviour. Teachers' creative self-efficacy can influence their creative teaching performance due to their natural tendency to be creative and role models. Teacher success has two aspects: internal and external. The internal aspects of teacher efficacy are expected to be related to their creativity in fostering behaviour. Teachers must take the initiative and have an internal locus of control to teach more creatively under the broad system constraints.

The implications of those research show the importance of teacher training programs that help teachers learn about creativity in education and develop awareness about their creativity. Teachers who find themselves more creative are more likely to teach creatively than others. Teachers should attend training programs on the importance of creativity and demonstrate creativity as their teachers. This is important because teachers often feel constrained when too much structure and goal setting is imposed on them. When they embrace their creativity, they will inspire their students to be more creative.

According to the results of (Djailani, 1997), his dissertation on the Graduate School Program at the University of Education Indonesia, with the title Profile of Teacher Professional Ability Development at the Core Elementary School Cluster of Banda Aceh Municipality. The professional development profile of teachers in the Banda Aceh City Core Elementary School is still a routine activity of supervision and guidance. The effectiveness of teacher empowerment, school development as a learning organization and arrangement of educational resources in the teacher professional development system is still relatively low. Furthermore, it is hoped that the ability of teachers to be more effective following local cultural conditions. In conclusion, (1) the teacher professional development system in the Core Elementary School Cluster in terms of implementation tends to be routine supervision and guidance to oversee school administration, routine tasks by teachers, cleanliness, order and beauty of the school and advise teachers always to be ready to accept and implement policies from above to the best of their ability. (2) In the activities of professional development of teachers in the

Core Elementary School cluster, there has not been a real effort to empower teachers (increase in knowledge, skills and attitude development), which are carried out effectively (systematic, continuous and programmed). Efforts to empower teachers are rarely carried out through actual activities but through notes in the class supervision book. As a result, teachers do not yet have established professional skills to develop quality PBM. However, they are always ready to accept and implement policies according to their respective abilities and understandings. (3) Teacher development activities have not been directed effectively at school development efforts as learning organizations. As a result, teachers do not have the motivation and culture to improve their abilities independently. (4) Efforts to seek assistance and support from the community, government agencies and the business world have also not been carried out effectively. Fundraising activities are still carried out temporarily as needed. (5) The ineffectiveness of empowering teachers, developing schools as learning organizations and structuring educational resource management identified a number of inhibiting factors, namely, personal factors, organizational factors, managerial factors and external factors.

Then the function of national education based on Pancasila and the 1945 Constitution, chapter II article II paragraph I, are:

"Developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life, aims to develop the potential of students to become human beings of faith and fear of God Almighty, who have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen."

To achieve this goal, schools need to be organized and managed by people who have multi and professional competencies. First, related institutions such as Diknas and MoRA must understand education management to prepare performance appraisal instruments and standards for principals, teachers, and other school personnel. Second, supervisors must provide guidance or supervision, supervision, and evaluation, both structured and unstructured.

Third, principals, both as leaders and managers, educators, administrators, supervisors, innovators and motivators, have professional, creative management skills and have a clear vision and mission and roles. Fourth, teachers as the primary and first actors in the learning process in schools must have, master and understand teacher competencies, namely pedagogical, social, professional, and personality. Fifth, administrative or administrative staff can organize and manage administration professionally. Sixth, student recruitment through stages, academic, psychological, and administrative tests are carried out transparently, democratically, and professionally. Students enter school not because of parental pressure or an invitation from friends but on their awareness, so they become proud to be accepted at the school concerned. Seventh, adequate educational infrastructure and support the learning process. Eighth, the school culture or environment includes students' parents. The school committee is proactive and supports school programs.

Schools' supervision by the government is fostering, developing, protecting, improving the quality and services of these schools. Therefore, supervision by the government is more of an effort to provide guidance, encouragement and protection for all concerned educational units, which are expected to improve the quality of education and services continuously. Supervision of supervision is carried out on implementing education in public schools to obtain a comprehensive picture of school management, including educative and administrative aspects (Ministry of Religion R.I: 2000).

To create professional, creative, and innovative teachers to fulfil quality learning. Through continuous supervision and supervision of supervisors, teachers must carry out learning by planning, implementing, and evaluating optimal learning. Supervision of learning is undoubtedly related to mastery of planning, teaching strategies and scenarios, learning media, references, educational technology, learning evaluation. Innovation and creativity in learning need to be improved according to the roles, functions and responsibilities of supervisors, as mandated by the Regulation of the Minister of

National Education of the Republic of Indonesia Number 12 of 2007 concerning Standards for Supervisory Schools/Madrasah, and Regulation of the Ministry of Religion of the Republic of Indonesia Number 2 of 2012 concerning Supervisors of Madrasahs and Supervisors of Islamic Education.

The condition of supervisors for Islamic Religious Education in Junior High Schools (SMP) in Sumedang Regency is very worrying, where there are only 5 (five) supervisors to foster 172 state and public Junior High School (SMP) Islamic Religious Education (PAI) teachers. private. Based on Permendiknas No. 39 of 2009 concerning Fulfillment of the Workload of Teachers and Supervision of Education Units, in article 4 paragraph (4), it is stated that supervisors are at least 5 (five) madrasahs/guided schools for particular areas or at least 10 (ten) madrasahs/guided schools for non-resident areas (Mendiknas, 2009).

In addition, PAI supervisors of SMP in Sumedang (2021) said the recruitment of supervisors is also the cause of the poor quality of Islamic Religious Education (PAI) learning in schools. It is no secret that recruitment patterns are more like and dislike, meaning that many supervisors are appointed just because they extend their retirement period so that they are filled by former officials who have never been directly related to learning activities. This can be seen, among other things, from the supervisor's age and the working period that is only a few years away, so that the tendency to excel in old age decreases somewhat. Therefore, the recruitment of supervisors needs to be rejuvenated by appointing supervisors at the age of at least 35 years and a maximum of 45 years so that it is possible to have a long service period and be given continuous coaching.

Limited scientific activities, minimal creativity, inadequate compensation, and small development funds are also interrelated parts of the supervisory development of Islamic Religious Education (PAI) teachers in the Sumedang Regency (PAI supervisors of SMP in Sumedang, 2021).

Meanwhile, Islamic Religious Education (PAI) teachers still appear to be of low quality as a result of the lack of competency and teacher professional development by the Mapenda Division at the Provincial Office of

the Ministry of Religion and the low participation in consultative development by the Head of the Madrasah and Islamic Religious Education Section in Public Schools (Kasi Mapenda). Head of the Islamic Religious Education Section at the Office of the Ministry of Religion of Sumedang Regency on teachers' performance so that most Islamic Religious Education (PAI) teachers tend to be managed by traditional management.

As a result, teachers in planning and implementing learning have not been able to show a significant increase in creativity. Teachers still do not seem to play an independent role, which can be seen in their inability to make learning plans independently. Still, often copying and pasting lesson plans from teachers from different schools, limited knowledge, lack of supervision and training, and supervision activities that are not optimal—carried out by the supervisor. Supervisors only come to visit without any thought-provoking service that can provide new concepts for implementing PAI teacher learning. Even the number of supervisor visits is still relatively minimal, and even then on administrative supervision and even worse, supervisors are not under supervision qualifications and do not have supervisory competence.

This situation shows that the supervision carried out by the supervisor has not given a significant meaning and is focused on increasing teacher creativity so that the principle of supervision in the education unit does not create conditions that can provide value or fundamental changes to PAI teachers in planning and implementing learning, especially providing motivation and knowledge (PAI supervisors of SMP in Sumedang, 2021). Significantly to teachers to be more proactive and creative independently in implementing learning.

Based on these phenomena, the author found out that the cause of teachers not having high creativity in implementing a good learning process is that PAI school supervisors do not provide supervision services based on their competence to teachers so that teachers act a priori to the implementation of learning. Second, teachers lose their awareness that managing learning is a strategic way for the learning process to be successful and meet the expectations of educational goals, both learning goals,

institutional goals and national education goals. Third, the teacher does not have a sense of being called to do part of his responsibilities. The teacher is still happy with the culture of dependence on others. He forgets that learning planning is implicit in the mandate of Government Regulation No. 19 of 2005 Article 19, Paragraph 3, every education unit carries out process planning learning, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process for the implementation of an effective and efficient learning process. Fourth, the lack of regular supervision and regular training and continuity by supervisors for teachers. With this fact, the professionalism of supervisors needs to carry out their duties and functions in supervising teachers optimally and continuously.

Based on the description above, the researchers are interested in researching "Implementation of Supervisory Professionalism in Improving the Creativity of Islamic Religious Education Teachers in Sumedang Regency".

## Method

This research uses an approach that does not look for cause and effect but instead seeks to understand certain situations in case study research, which is research conducted intensively, in detail, and depth on an organization, institution or particular phenomenon. In this study, the data obtained comes from interview scripts, observations, field notes, personal documents, memo notes, and other official documents to describe the empirical reality behind the existing phenomena in-depth, detail and thoroughly. This research focuses on the professionalism of supervisors in increasing the creativity of PAI junior high school teachers in the Sumedang Regency. The research locations are SMPN 1 Ganeas and SMPN 4 Situraja in Sumedang Regency. The data collected by researchers in this study were obtained directly from informants who could provide information or information related to research needs. The informant selection technique is called the purposive sampling technique. Researchers tend to choose informants who meet specific criteria and are considered to know and can be trusted to be sources of accurate data and

know the problem in depth. The informants are PAI supervisors and teachers of SMP in Sumedang in 2021.

## Results And Discussion

Implementation of Supervisory Professionalism in Improving the Creativity of Islamic Religious Education Teachers

### Professionalism of Supervision Planning in Improving the Creativity of PAI Middle School Teachers in Sumedang Regency

Planning is the process of determining goals/targets to be achieved as efficiently and effectively as possible. Planning is the initial action in the managerial activities of every organization. Therefore, planning will determine the difference in performance (performance) of one organization with another organization in achieving its goals. George R. Terry, (1958) in his book Principles of Management (Sukarna, 2011: 10): "Planning is the selecting and relating of facts and the making and using of assumptions regarding the future, the visualization and formulation of proposed activities, believe necessary to achieve desired results". This opinion explains that there are three elements in planning activities, namely: (1) the formulation of objectives to be achieved by collecting data; (2) the selection of programs to achieve the objectives with the preparation of a concrete plan; (3) identification and mobilization of a limited number of sources to be analyzed according to the data.

In terms of planning, the supervision carried out by the PAI supervisors of SMP in Sumedang district at the 2 SMPN based on the research results can be pretty good. Based on the interviews and review of documents owned by the supervisory coordinator, the supervisors already have a monitoring program such as the Number of target schools, schedule of activities, division of tasks, foundation, materials, and supervision techniques/methods. Planning is also related to previous data and information. This is as stated by (Castetter, 1996) that;

"Such appraisal will provide information on personnel need satisfaction; position compatibility; attitude of the operating head toward the effectiveness of the employment transaction; and validity of recruitment,



selection, and induction processes. If and when these processes do not lead to the desired results, corrective action can be taken."

However, the lack of coordination with the school creates a wrong impression that the coach does not have a program. This resulted in the supervision material being carried out partially. The supervision program is only carried out once, either through school visits or class visits. Likewise, the monitoring time has not been continuous and comprehensive. It seems that the coaches have not understood the material broadly. Likewise, the supervision method is not varied, so the supervision looks monotonous. So in the planning approach, it is essential to recognize the concept of planning levels. According to the magnitude (magnitude), there are types of educational planning. First, Macro Planning. It is a plan that determines the policies to be pursued, the goals to be achieved, and how to achieve those goals. Today's national development plans usually include plans in the economic and social fields. Second Meso Planning. The policies that have been established at the macro level are then translated into small-scale programs. At this level, planning is more operational, adapted to the department or units (intermediate units). Third Micro Planning. This planning has been determined in macro or meso planning, so it is realized in the form of actual activities (Fattah, 2006).

Mondy & Premeaux (Syafaruddin, 2008: 69) explains that an organisation collaborates two or more people in one coordinated situation to achieve the desired results. Within the organization there are several people as managers and as members, there are structures, goals, rules and procedures. So an organization consists of several elements, namely: 1) There is a collection of people, 2) There is a division of labor/specialization in the organization, 3) Cooperating where separate activities are coordinated, 4) There is a common goal to be achieved through coordinated cooperation. . So that in carrying out their supervision, supervisors can first coordinate with the school principal, both assessment and follow-up programs. If it is carried out in collaboration with schools, the supervisor will be able to complete the deficiencies so that

there is synergy and complementarity between the two.

In carrying out supervision, the media will determine the success of the supervision. While under the supervision of the supervisor, the media is not available. So that the delivery of material is less attractive and less effective when compared to the available time, resulting in not developing good supervision. So managerially, a process is needed with the suitable media and tools to achieve its goals. In this case, it must be determined what the target is, how the action is and the resources and implementation (Siagian, 1984).

### **Professionalism of Supervision Implementation in Improving the Creativity of PAI Teachers in Sumedang Regency**

In terms of implementation, the supervision of the 2 junior high schools in Sumedang district is quite intense. The results of research by (Esia-Donkoh & Ofosu-Dwamena, 2014) were published in the journal . "British Journal of Education" (Vol. 2, [6], pp. 63-82,). "Effects Of Educational Supervision On Professional Development: Perception Of Public Basic School Teachers At Winneba, Ghana". Finding that in general, "most teachers perceive educational supervision as having a positive impact on their professional development about experiential development; curriculum, teaching methods and materials; classroom management; student characteristics; and assessment.

Junior High School PAI teacher supervisors in Sumedang district first coordinated with the principal by paying attention to the program made so that the implementation time was sustainable. Although the supervision material still does not accommodate the educative and administrative aspects which are the competence of teachers, and the supervision is still partial (still only partially), it is not comprehensive. In principle, the supervisory function in order to achieve the expected results, the leadership of the organization or organizational unit that carries out the supervisory function must know and apply the principles of supervision. George R. Terry argued that the principle of adequate supervision helps our efforts to organize the

planned work to ensure that the execution of the work takes place according to plan (Winardi, 2006).

Even though the supervisors' methods are not varied, the implementation of supervision is monotonous and less interesting and even boring. Supervisors usually use media which is one of the tools to facilitate the delivery of material and will create exciting activities. In fact, they have not used the media according to the teachers' expectations in carrying out their supervision. The available media are limited to teaching aids in a list of filling sheets for documents and supervisor reports to their superiors. However, at least it is in line with the simple understanding of educational supervision, according to Williamson, (Albantani, 2012) is supervision in an administrative process with an educational purpose. This view emphasizes that supervision is a process that involves functions related to teaching administration. More specifically, the notion of supervision is seen as an effort to assist in building a better teaching situation in which the supervisor's role is to be an encouragement, help and sharing rather than a regulator or government (directing).

However, it must be admitted, from the point of view of the approach taken by the PAI Supervisors of SMP in Sumedang district in carrying out supervision and guidance, it is pretty good, namely the pattern of friendship and kinship so that it does not create the impression of being patronizing. As the implementation of the top-down perspective of policy developed by George C. Edward III (Agustino, 2016), he called his public policy implementation model Direct and Indirect Impact on Implementation. In this theoretical approach, four variables influence the success of implementing a policy, such as communication, resources, disposition, and bureaucratic structure.

Supervisory monitoring has been carried out but not evenly. According to (Ofsted, 2003), supervisory duties include inspecting, advising, monitoring, reporting, coordinating and performing leadership duties. The monitoring instrument is quite good, namely the availability of teaching aids in the form of tables and lists of activities that are quite complete and not confusing for those who fill them out. However, technically the implementation is still manual.

Based on implementing the main tasks and supervisory functions, it is to carry out assessment and guidance by carrying out supervisory functions, both academic supervision and managerial supervision. When associated with improving the quality of learning in schools, these tasks will help achieve the expected learning objectives following the provisions. The supervisor's role itself quotes from the notion of supervision by Kimball Willes (Sudjana, 1995) as follows: Supervision as an aid in a better teaching and learning situation. Educational supervision is a service activity provided to help teachers perform their jobs better. The supervisor's role is to support, help, and share, not order. Good supervision should develop leadership within the group, establish in-service training programs to improve teacher skills and help teachers improve their ability to assess the results of their work.

In addition, supervisors could act as practical supervision that functions as an "early warning system" or an early warning system that can provide initial information regarding program preparation, program implementation and program success. Dunn details four supervisory functions: explanation, accounting, inspection, and compliance. Meanwhile, Nawawi's opinion quoted by (Suharsaputra, 2010) regarding supervisory functions include: (a) Obtaining processed data can be used as the basis for future improvement, and improvement efforts, (b) Obtaining the most effective and efficient way of working as the best way to achieve the goal, (c) Obtain data on the obstacles and difficulties faced so that they can be reduced or avoided, (d) Obtain data that can be used to improve organizational and personnel development efforts in various fields, (e) Knowing how far the goals have been achieved (Suharsaputra, 2010). From this statement, it appears that the supervision material should be under the teachers' expectations to be more meaningful, especially if the supervision is only carried out once or twice a year. What is obtained and will be implemented by the teacher. Therefore, it is not surprising that several teachers state that the supervision of the Principal is more meaningful than the supervision of the PAI teacher supervisor.

### **Professionalism of Supervision Evaluation in Improving the Creativity of PAI Teachers in Sumedang Regency**

In the aspect of professionalism, the supervisory evaluation carried out is still partial. However, with the supervision, it is hoped that it can help implement the policies set to achieve the planned goals effectively and efficiently. Even through supervision, an activity is created that is closely related to determining the extent to which leadership policies are implemented, and deviations occur in carrying out the work. So monitoring measures implementation against goals and plans shows where there are negative deviations and by imposing actions to correct deviations, helps ensure the achievement of plans (Salindeho, 1998).

The concept of such supervision shows that supervision is part of the management function, where supervision is considered as a form of inspection or control from the higher party to the lower party. In management science, supervision is the last stage of the management function. From a managerial perspective, supervision also means observing the implementation of all activities of the organizational unit being examined to ensure that all work being carried out is by plans and regulations or an effort so that a predetermined plan with supervision can carry out a job. Can minimize the emergence of obstacles, while obstacles that have occurred can be immediately identified, which can be taken corrective action.

Management Supervision is often defined as a process to ensure that organizational and management goals can be achieved (Kertonegoro, 1994). This understanding shows the relationship between planning and monitoring. The initial step in the monitoring process is planning, setting goals, standards or objectives for an activity.

The implementation of supervision of PAI SMP teachers in Sumedang district is comprehensive but not sustainable. At the same time, evaluation in educational supervision is one of the administrative functions. It is an activity to measure the extent to which the results and objectives of the supervision have been achieved. In the context of the school as an educational organization, supervision is part of the administrative and management process.

Supervision activities complement the existing administrative functions in schools, namely assessing all activities in achieving goals. Supervision has the role of optimizing the responsibilities of all programs.

Supervision by supervisors and principals to see or supervise the work of teachers. In another sense, supervision increases the meaning of inspection, which connotes finding fault. It is clear that such an impression is wildly inaccurate and no longer by the reform era as it is today. Supervision is an activity of observing, identifying which things are correct, which are not correct, and which ones are not, intending to make it right with the aim of providing guidance. Sergiovanni (Pidarta, 1992) put forward a statement related to educational supervision as follows: Supervision is more of a process than a role, and supervision is a process used by school personnel who are responsible for aspects of school goals and who depend directly on other personnel, to help them accomplish the school's goals. In other words, evaluation is one of the supervisory management functions. If there is no evaluation under supervision, it means that the management is still not good.

The DP3 assessment is carried out by supervisors coordinated with the Principal. At the end of the school year, the results of the overall assessment by the supervisor are used as a basis or reference to be included in the PAI teacher DP3 assessment. However, its implementation has not been by the provisions, namely for PAI teachers responsible for the Ministry of Religion and work in schools under the Ministry of National Education.

### **Professionalism Follow-up Supervision in Improving the Creativity of Middle School PAI Teachers in Sumedang Regency**

Follow-up is the final stage of an activity to improve activities. In other words, follow-up is an effort to improve what was carried out during the supervision. The implementation of follow-up is left to those who have the authority to distribute and coordinate activities outside the limits of their authority, namely to other units or to higher superiors to be distributed to other work units.



Referring to the Decree of the Minister of Administrative and Bureaucratic Reform Number 118 of 1996 concerning the Functional Supervisory Position and its Credit Score, the Joint Decree of the Minister of Education and Culture Number 03420/O/1996 and the Head of the State Civil Service Administration Agency Number 38 of 1996 concerning Instructions for the Implementation of the Functional Supervisory Position and the Decree of the Minister of Education and Culture Number 020/U/1998 Regarding the Technical Instructions for the Implementation of the Functional Positions of School Supervisors and their Credit Scores, it can be stated about the main tasks and responsibilities of school supervisors which include:

- 1) Carry out supervision of implementing education in schools by their assignments in Kindergarten, Elementary, SLB, SLTP and SLTA.
- 2) Improving the quality of the teaching-learning process/guidance and learning achievement results or student guidance to achieve educational goals.

The first main task refers to managerial supervision or supervision, while the second main task refers to academic supervision or supervision. Managerial supervision provides guidance, assessment, and assistance, starting from program plans and processes to results. Academic supervision is related to fostering and assisting teachers in improving the quality of the learning process or guidance and student learning outcomes (Mahmud & Muzdalifah, 2019). To improve school performance, guidance and assistance are provided to school principals and all school staff in school management or education in schools.

The authority given to school supervisors includes: (1) selecting and determining work methods to achieve optimal results in carrying out tasks as well as possible by the professional code of ethics, (2) determining the level of performance of teachers and other staff being supervised along with other factors. They influence it, (3) determining or proposing a coaching program and conducting coaching.

This authority implies the autonomy of supervisors to determine steps and strategies in determining supervisory work procedures. However, supervisors need to collaborate

with school principals and teachers to carry out their duties in line with the direction of school development that the principal has determined.

Based on the two main tasks, the activities carried out by supervisors include:

- 1) Develop a supervisory work program for each semester and year at the school he is fostering.
- 2) Carry out assessment, processing and data analysis of learning outcomes/student guidance and teacher abilities.
- 3) Collect and process data on educational resources, the learning process or guidance, the school environment that affects the development of learning outcomes or student guidance.
- 4) Carry out a comprehensive analysis of the results of various factors of educational resources as material for school innovation.
- 5) Provide direction, assistance and guidance to teachers about the learning process or quality guidance to improve the quality of the process and learning outcomes or student guidance.
- 6) Carrying out assessment and monitoring of the implementation of education in the target schools, starting from the acceptance of new students, the implementation of learning, the implementation of examinations to the release of graduates or the awarding of diplomas.
- 7) Prepare reports on the supervision results in the target schools and report them to the Education Office, School Committees and other stakeholders.
- 8) Assess the results of the supervision of all schools as a study material to determine the supervision program for the next semester.
- 9) Provide assessment materials to schools in the context of school accreditation.
- 10) Provide advice and consideration to the school in solving problems related to the implementation of education.

As in today, the follow-up action taken by supervisors on supervisory activities to improve the competence of PAI teachers in Sumedang district is to include or provide opportunities for PAI teachers to attend upgrading, training, seminars and workshops to increase teacher creativity. In line with

that, Finch & Crunkilton (1979:222), as (Mulyasa, 2002) quoted, defines competence as mastery of a task, skills, attitudes, and appreciation needed to support success. (Sofo, 1999) suggests: "A competency is composed of skill, knowledge, and attitude, but in particular the consistent applications of those skills, knowledge, and attitude to the standard of performance required in employment". In other words, competence does not only content knowledge, skills and attitudes, but what is essential is the application of the required knowledge, skills, and attitudes in work.

However, in practice, it turns out that it is not evenly distributed. There is a gap in indicators of follow-up supervision problems because there are teachers who have not had the opportunity to participate in these activities due to the weakness of supervisors in documenting and identifying teachers. In line with the results of (Djailani, 1997), Dissertation on the Graduate School Program at the University of Education Indonesia, with the title Profile of Teacher Professional Ability Development at the Core Elementary School Cluster of Banda Aceh Municipality. The effectiveness of teacher empowerment, school development as a learning organization and educational resources in the teacher professional development system is still relatively low. Furthermore, it is hoped that the ability of teachers to be more effective by local cultural conditions. (1) The teacher professional development system in terms of implementation tends to be routine supervision and guidance to supervise school administration, routine tasks by teachers, cleanliness, order and beauty of the school as well as advising teachers always to be ready to accept and implement policies from above by his abilities. (2) In teacher professional development activities, it has not been seen that teacher empowerment efforts (increasing knowledge, skills and attitude development) are implemented effectively (systematic, continuous and programmed). Efforts to empower teachers are rarely carried out through actual activities but through notes in the class supervision book. As a result, teachers do not yet have established professional skills to develop quality PBM.

However, they are always ready to accept and implement policies according to their respective abilities and understandings.

(3) Teacher development activities have not been directed effectively at school development efforts as learning organizations. As a result, teachers do not have the motivation and culture to improve their abilities independently. (4) Efforts to seek assistance and support from the community, government agencies and the business world have also not been carried out effectively. Fundraising activities are still carried out temporarily as needed. (5) Less effective in empowering teachers, developing schools as learning organizations and structuring educational resource management, identifying several inhibiting factors, namely, personal, organisational, managerial, and external factors.

Based on the description of the research results, it can be explained that the PAI teacher supervisors for SMP in Sumedang district in carrying out their duties regarding the assessment of the implementation of teaching and supervision of PAI teachers in schools are faced with the following problems:

- 1) Supervision materials do not meet the needs of teachers.
- 2) Supervision is still not continuous.
- 3) Supervision methods/techniques are less varied.
- 4) Supervision measures do not accommodate the need.
- 5) There is no media for surveillance yet.
- 6) The evaluation is not comprehensive.
- 7) Monitoring is not evenly distributed.
- 8) Uneven follow-up and enrichment.

This is partly because the management function in the implementation of supervision by Supervisors in Sumedang Regency is not paid attention to. According to (Siagian, 2005), the management function is divided into two parts, namely "organic functions" and "complementary functions". The organic function is a management function that must be implemented in organizational management activities. If one of the functions is not performed, then activities within the organization will be hampered or may fail. The complementary function is a complement to the organic function so that this organic function can run efficiently and effectively. These complementary functions include communicating activities and utilizing supporting facilities to achieve organizational

goals. The two functions (organic and complimentary) can be combined.

Coordination will help achieve the objectives of the activity. Therefore, coordination is needed because an activity cannot be separated from coordination. In addition, several things must be considered in planning Supervision in Improving the learning creativity of PAI junior high school teachers in Sumedang Regency, such as:

- 1) There is a unified understanding of the activities to be coordinated. In this case, every person, agency, and the affiliated institution must have the same perception of the activities to be carried out so that it will be easier for each personnel in determining the steps to be taken or the scope of activities to be carried out.
- 2) Instilling a sense of responsibility towards the main task, in this case, every personnel knows clearly what their duties are.
- 3) Understanding the purpose of the activity. This can help personnel mobilize themselves in carrying out the tasks they carry out and maintain the limits of their authority and responsibility.
- 4) High self-control ability to carry out activities.
- 5) Have a desire to solve problems.
- 6) Can carry out activities carefully.

### Conclusion

Based on the results of research and discussion of the implementation of supervisor professionalism in increasing the creativity of Islamic Religious Education teachers, there are several points can be concluded, including;

Planning to increase the learning creativity of PAI junior high school teachers in Sumedang district has been carried out well, it can be seen from the aspect of planning that is entirely professional, namely the availability of semester or annual programs, schedule of activities, division of tasks, the foundation for coaching, objectives, functions, methods, and coaching materials in the form of supervision and monitoring. Meanwhile, those supervised by PAI junior high school teachers in Sumedang district are academically creative enough because it can be seen from their planning. However, in general, planning is just a formal document prepared for incidental monitoring and

evaluation. The policy document has not been fully used as a planning guide for developing the quality of teacher learning.

The implementation of increasing the learning creativity of PAI junior high school teachers in Sumedang district has been carried out through several programs, both independently by supervisors and by school principals. So that it also results in activities to increase the creativity of PAI junior high school teachers in Sumedang district. However, not all junior high school PAI teacher supervisors can carry out intensive supervision due to the limited number of junior high school PAI supervisors in the Sumedang district, the ability of supervisors to be uneven, and inadequate infrastructure. In addition, the implementation of coaching through the MGMP has not been carried out intensively due to a lack of coordination regarding the material to be delivered by the supervisor with the MGMP program.

An evaluation of improving the learning creativity of PAI junior high school teachers in Sumedang district has been carried out to photograph the progress of program implementation and an inventory of problems related to improving the quality of learning. Evaluation is carried out starting from input, process to output. However, the evaluation carried out by the intensity supervisor should be further optimized.

Follow-up to increase the learning creativity of PAI junior high school teachers in Sumedang district has been carried out through independent and institutional efforts, using supervisors coordinating with school principals regarding school programs and adjusting to school culture. Teacher performance is evaluated both administratively (administrative assessment) and educative in the form of teacher performance, to be further poured into DP3 to follow up on the evaluation results. However, many evaluation results are still not followed up due to internal and external constraints. In following up on the evaluation results, monitoring is needed based on the rules that apply in schools.

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Journal of Social Science

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